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AN INVESTIGATION OF THE POSITION OF THE DEAN OF GIRLS
IN THE HIGH SCHOOL

BY

ANNIE ELIZA BARKER

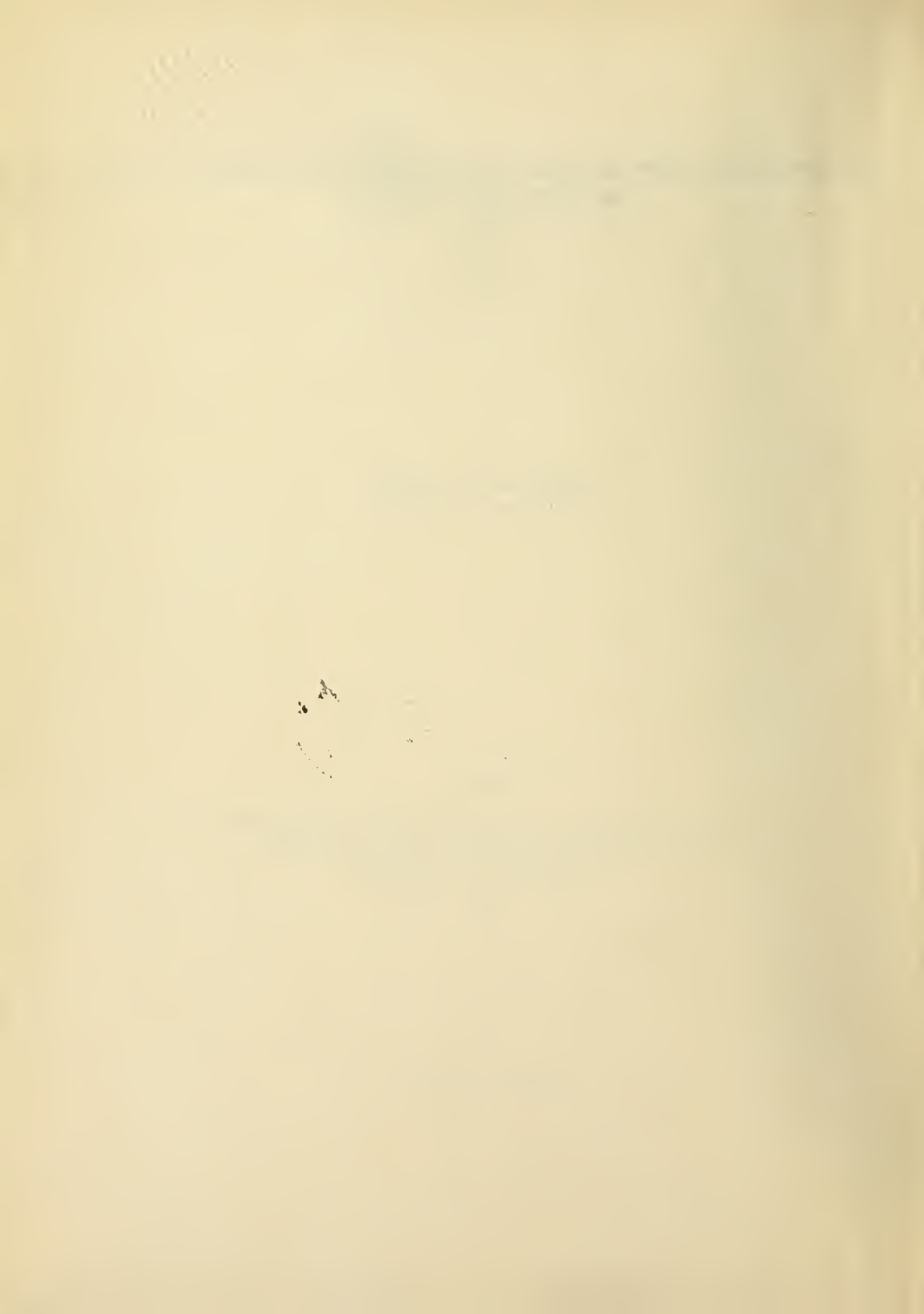
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THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION
IN THE GRADUATE SCHOOL OF THE
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1922

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UNIVERSITY OF ILLINOIS

THE GRADUATE SCHOOL

May 31 1922

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY

SUPERVISION BY Annie Eliza Barker

ENTITLED An investigation of the Position
of the Head of Girls in High School

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR

THE DEGREE OF Master of Arts

F. E. Belting
In Charge of Thesis

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Head of Department

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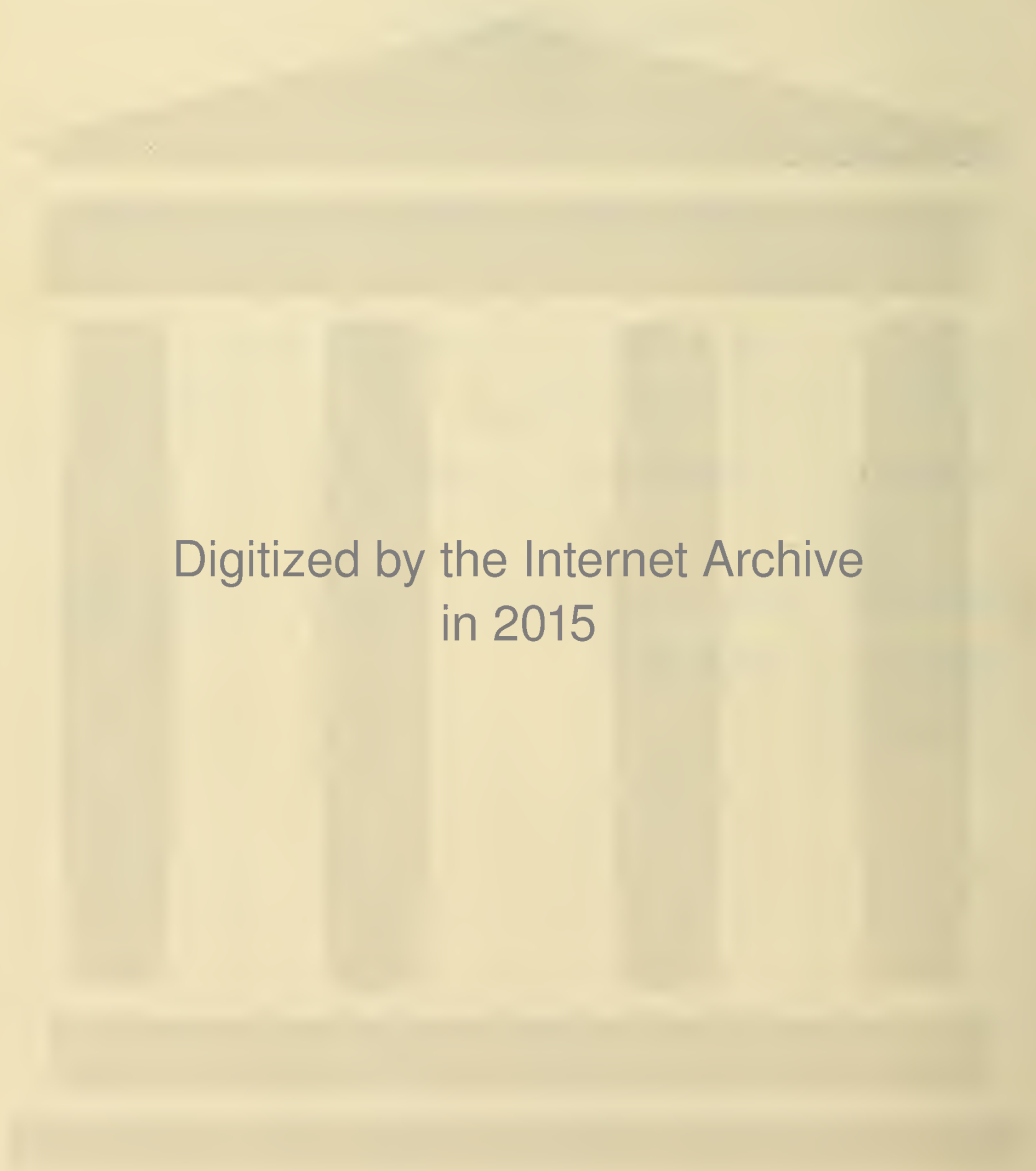
_____	}	Committee
_____		on
_____		Final Examination*

*Required for doctor's degree but not for master's

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I.

INTRODUCTION.

Within the last few years school men have taken into consideration more and more the individual needs and interests of high school pupils. The establishment of the office of adviser or dean of girls is a part of a movement to socialize schools by directing the attention to the needs of girls in a way that has never before been considered. It is only during the last ten years that there has come this recognition of the need of an individual with time to give and knowledge to direct the adolescent girl as she enters into the social world; to see the high school student as an individual, as a distinct personality, and deal with her as such; to strengthen and refine the social manifestations which rapidly develop at this age, and to guide not only in matters of curricula and scholarship but also in social relationships from an ethical point of view; to discover natural tendencies and personal characteristics, and to determine how these can best be brought to a successful issue in maturity and developed along lines which lead to future efficiency.

The present age is one of transition from a set of conditions and their ideals to one of a different nature. Girls are no longer bound down by the same conventionalities as their grandmothers or even as their mothers. The social freedom is evident in the lack of restraint in dress, conduct, spending of money, and the tolerance of many temptations of an unmoral nature. There are various factors which have brought about this change in the attitude of society toward the girl, and also of the girl toward society. The modern girl is placed in a complex environment. She is no longer compelled by custom to remain at home and help to provide the greater part of the

necessities of life. The withdrawal of the many household tasks by the invention of machinery has brought about the entrance of women and girls into the new industries. They also tend to desire independence and seek the preparation for income-yielding occupations; while in addition they need the training for answering the sudden call to take their place in civic life. Thus there is a changed conception in the nature of the education needed by the modern girl. The present policy of co-education, the undirected standards of behavior in social life, the apparent inextricable mixture of family relationships, and the multifarious ideals, so often neglected in the modern home; the numerous courses of study offered to the girls, the lack of direction in the choice of study courses, the present need for advice as to the vocational lines of work which may profitably be pursued, and the variable social activities in and out of school call for guidance and restraint by some one who can understand such problems from the girls' point of view. These matters also receive noticeably less oversight both from the homes and the schools than exercised by these institutions a generation ago. Thus there is a growing conviction that the problems of youth among the high school girls requires more than group care.

Because of the recent creation of the office of dean of girls in the high schools the published material which is available does not treat the subject very adequately. Miss Romiett Stevens, assistant professor of Secondary Education at Teachers College, Columbia, New York, made a study in 1917 of the various features and work of the dean of girls in ninety-two high schools; several of the deans of girls in the various high schools of the country have also

written articles which appear in recent issues of educational magazines, but these deal mainly with the conditions which exist in their respective schools and generalizations drawn from their observations. At the present time, however, there seems to be no thorough study of this phase of secondary school work available in regard to the conditions existing in the high schools in all of the states. The growing recognition of the importance of this official in the high school, nevertheless, is shown by the following resolution which was read by Miss Beulah A. Fennimore, Principal of Kensington High School for girls, Philadelphia, and adopted at the fifth annual meeting of the National Association of Secondary School Principals which was held at Atlantic City, New Jersey, February 28 and March 1, 1921 which reads:

"Whereas, the present development of socializing aims in education shows the increasing necessity of supervision and advisory contact with the students and the necessity of organizing the extra-curricular activities of the school, and

"Whereas, many high schools of the country have with benefit to the school and the community recognized the work of Deans or Advisers by an allowance of time, or of salary, or of both,

"Therefore be it Resolved that this association express its belief that such work should be officially recognized in every high school of the country." 1.

The Constitution and By-Laws of the general organization of the Mount Vernon High School, New York, makes provision in Article 3, Section 2, for the Board of Directors to have power to

1. "Fifth yearbook of the National Association of Sec. Sch. Prin."
1921 p.69.

appoint a teacher not one of their number to be the Treasurer of the General Organization. Hence this office may be filled by the dean of girls who has a right to vote in the Council and has influence with the other members. 2.

The aim of this study, therefore, is to observe the actual duties and privileges of the deans of girls in the high schools, the conditions under which they are working, and the benefits derived from their efforts for the girls and the school in general. In December 1921, five hundred of the largest high schools in all of the states were selected and a questionnaire sent to the principal and another one to the dean of girls in each of the schools. The following questions were asked:

1. Enrollment of girls in the high school.
 2. Number of women teachers in the high school.
 3. If the principal has no assistant in an executive capacity who acts as a dean of girls in the high school,
 - a. Is the work of advising girls distributed among teachers?
 - b. How many teachers are assigned to the work?
 - c. On what basis is the distribution made?
 4. Official title of the dean of girls.
 5. Academic training of the dean of girls.
 6. Approximate age of the dean of girls.
 7. Subject of study taught by the dean of girls.
 8. Principal's estimate of the qualifications that determined the individuals selection as dean of girls.
 9. Official rank of the dean of girls.
 10. Number of minutes per week dean spends in teaching.
2. "Handbook of the Mount Vernon High School." 1921.

11. Number of minutes per week other teachers of the same subject spend in teaching.
12. Classes by years taught by the dean of girls - freshmen, sophomore, junior, senior.
13. Salary of the dean of girls.
14. Maximum salary of full time men teachers.
15. Maximum salary of full time women teachers.
16. Minimum salary of full time men teachers.
17. Minimum salary of full time women teachers.
18. Where does the dean of girls meet pupils for conferences?
19. Does the dean have clerical assistance?
20. When does the dean meet pupils for conferences?
21. Work of the dean of girls.
 - a. Does she give advice as to moral conduct?
 - b. Are girls sent to her for correction and discipline?
 - c. Does she help girls to cooperate in their work?
 - d. Does she have final authority in manners?
 - e. " " " " " matters of dress?
 - f. Does she help girls to choose a vocation?
 - g. Is she required to chaperone social gatherings of pupils?
 - h. Does she have final authority in personal hygiene?
 - i. Does she present fields of work open to girls?
 - j. Does she advise the boys?
 - k. Does she have final authority in discipline?
 - l. Does she present elements of thrift to girls?
 - m. Does she supervise all social activities in the high school?
 - n. Does she have final authority in school attendance?
 - o. Does she aid boys in vocational matters?
 - p. Does she aid girls in religious matters?
 - q. Does she aid girls in matters of church affiliation?
 - r. Does she give information concerning church doctrines?
22. Dean number in order of importance the following duties:
 - Oversight of social life both in and out of school.
 - Vocational information and advice.
 - Study of home conditions.
 - Conferences with parents.
 - Public lectures.
 - Ethical talks to girls.
 - Improvement of health and personal hygiene.
 - Aid in financial difficulties.

23. Samples of problems brought to the dean by girls.
24. Dean number in list below in order of importance the problems brought to her:

Health and hygiene	Ethical
Vocational	Financial
Social	Academic.
25. Does the dean have assistance in her social duties?
 - a. Who are they?
 - b. How are they secured?
26. Are there sororities in the school?
 - a. Dean's control over them?
27. Is there a high school branch of the Young Women's Christian Association in the school?
28. Is vocational guidance provided for in the school?
 - a. What is the dean's relation to the vocational guidance of girls?
29. Does the dean perform any of the administrative duties of the principal's office? What are they?
30. Principal's estimate of the benefits which have accrued in the school by having a dean of girls.
31. Benefits which in the opinion of the dean of girls have accrued since her office has been created in the high school.

From the five hundred questionnaires which were sent out to the various high schools in all of the states, 278 were returned which may be classified as follows:

The work of advising girls is in the hands of one person - the dean of girls - in 139 high schools.

The work of advising girls is provided for by distribution among the women teachers in 90 high schools.

No provision is made for advising the girls in 49 high schools.

Thus from the above grouping it may be noted that one-half of the high schools studied have a dean of girls; approximately one-third of the schools have made provision for advising the girls by distri-

buting the work among the women teachers; and that only about one-sixth of the schools have made no provision whatever for caring for the individual interests of the girls and enhancing their general welfare. It is to the first group of high school, those having a dean of girls, that the attention will now be confined.

II.

SOME GENERAL ADMINISTRATIVE FEATURES OF THE OFFICE OF DEAN OF GIRLS.

The office of dean of girls is a comparatively recent organization in the high schools and is not wide spread as shown by the preceeding classification, yet it is found to be instituted in the majority of the larger high schools. From a study of forty-two high schools in which there is no provision for advising girls the median enrollment of girls is 370; in seventy-nine high schools in which the work of advising girls is distributed among the regular women teachers, in addition to their class work, the median enrollment of girls is 510; while in 122 high schools having a dean of girls the median enrollment of girls is found to be 623. These studies may be observed by referring to Figures I, II, and III.

The number of women teachers in the high schools would also be expected to vary with the enrollment of pupils, but to what extent? As shown by Figure IV in 43 high schools in which no provision has been made for advising girls the median number of women teachers is 21; by Figure V, ⁱⁿ 80 high schools where the work of advising girls is distributed among various teachers the median number of women teachers is 26; and by Figure VI in 122 high schools having a dean of girls the median number of women teachers is 32.

Figure I.

The enrollment of girls in 42 high schools in which there is no provision for advising the girls.

Legend: 2 high schools have an enrollment of from 0 to 99 girls; 3 high schools have an enrollment of from 100 to 199 girls; etc. The median enrollment of girls is 370.

The first quartile is 261
The third quartile is 663

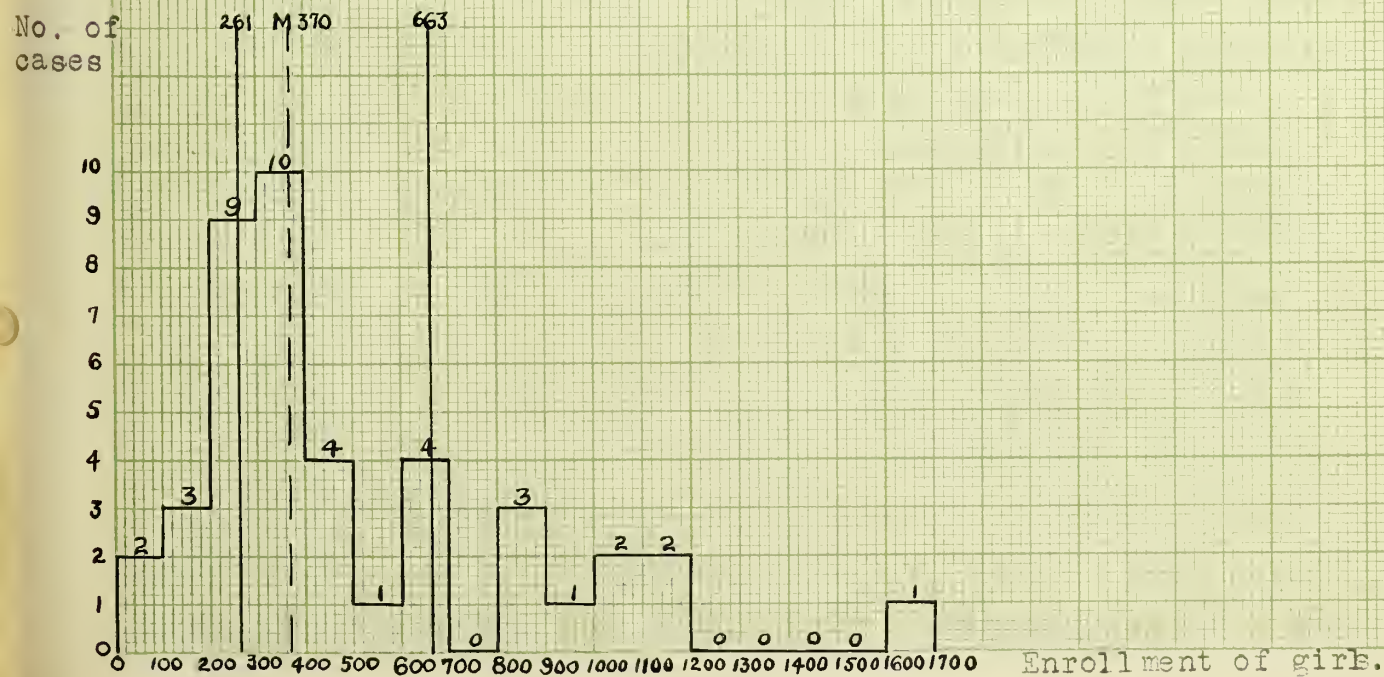


Figure II

The enrollment of girls in 79 high schools in which the work of advising girls is distributed among the women teachers.

Legend: 1 high school has an enrollment of from 0 to 99 girls;
2 high schools have an enrollment of from 100 to 199 girls; etc.

The median enrollment of girls is 510
The first quartile is 350
The third quartile is 767.

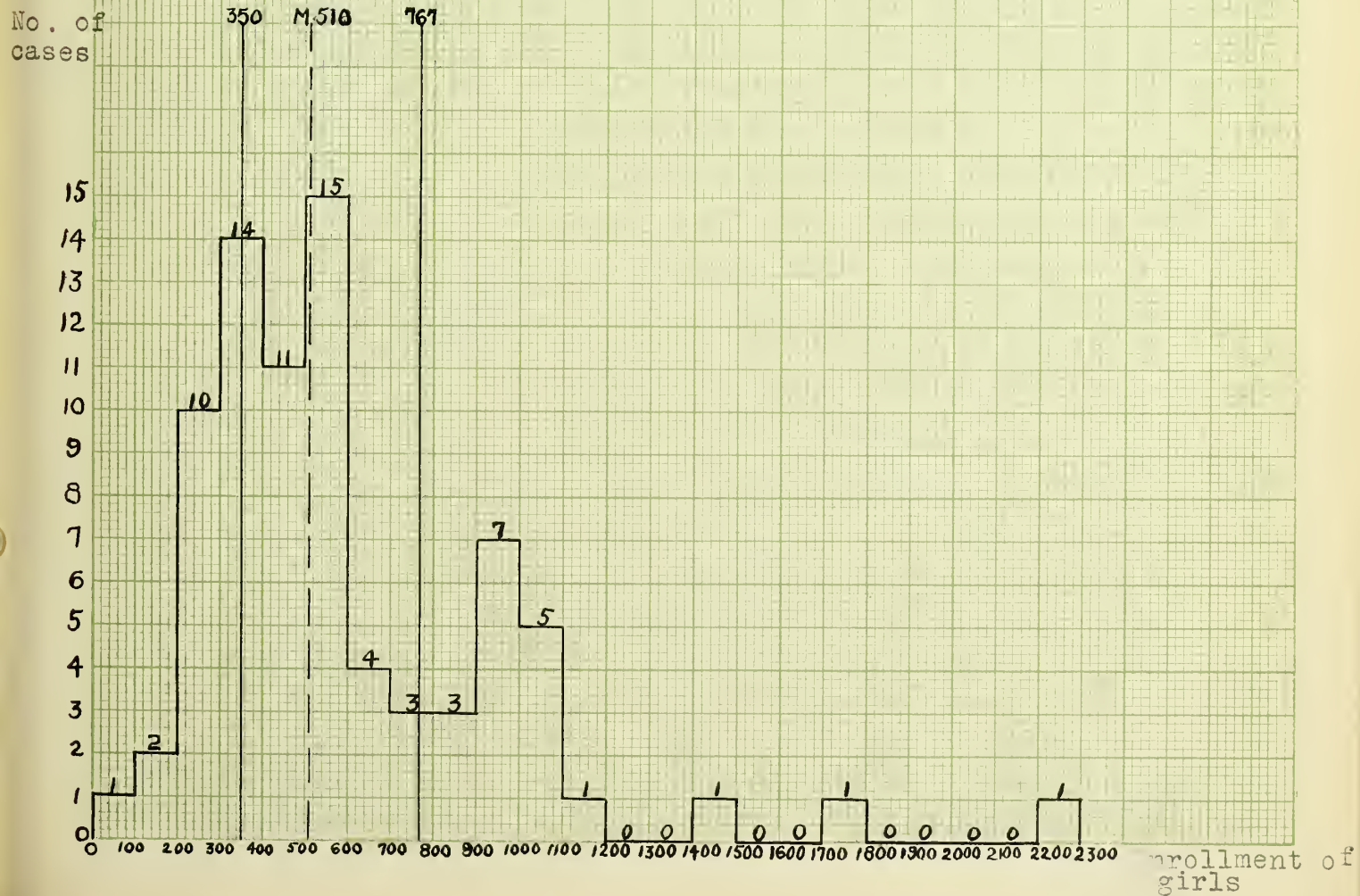


Figure III

The enrollment of girls in 122 high schools in which there are deans of girls.

Legend: 14 high schools have an enrollment of from 200 to 299 girls; 13 high schools have an enrollment of from 300 to 399 girls; etc.

The median enrollment of girls is 623.

The first quartile is 429

The third quartile is 879

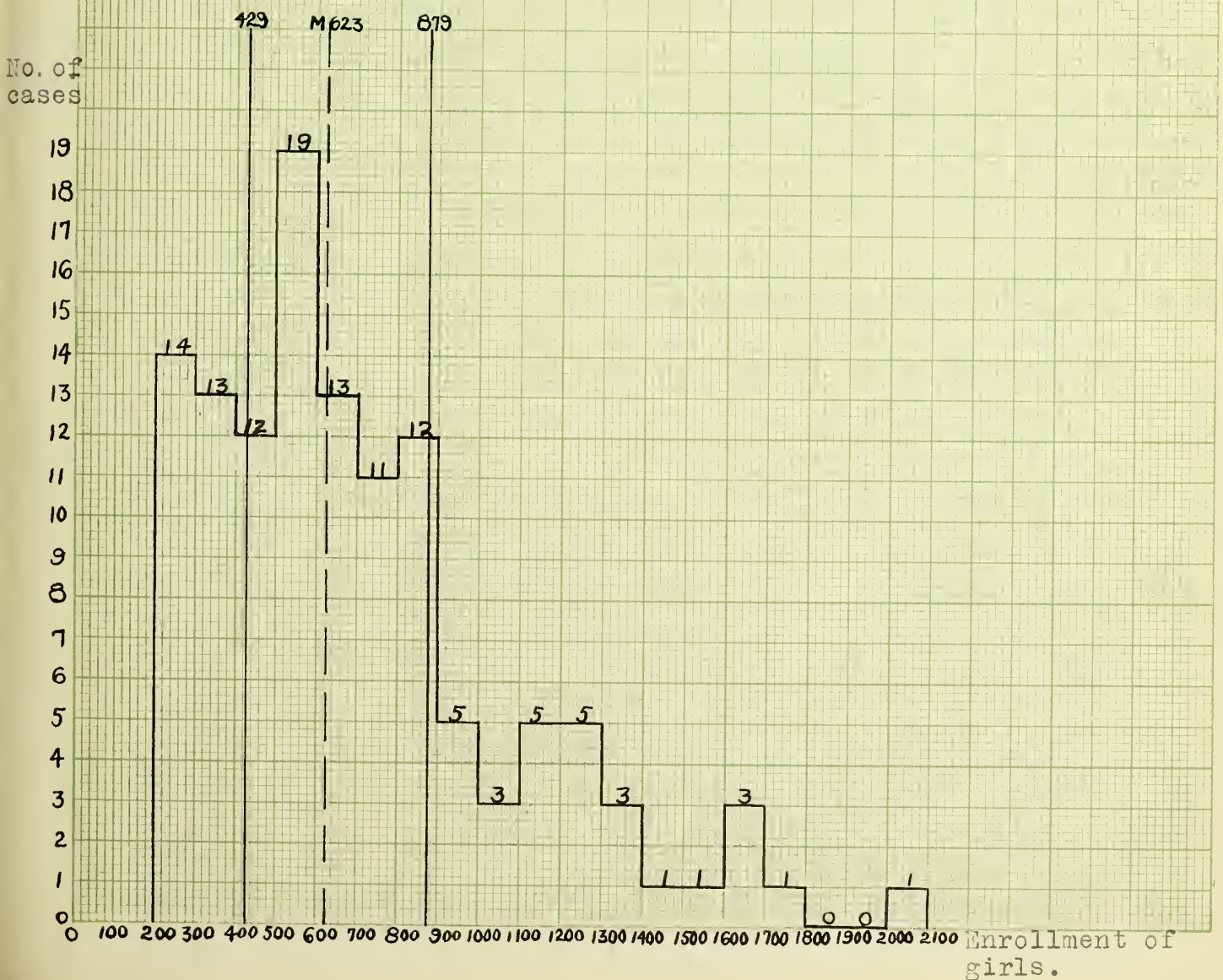


Figure IV

The number of women teachers in 43 high schools in which there is no provision for advising the girls.

Legend: 2 high schools have from 0 to 4 women teachers; 3 high schools have from 5 to 9 women teacher; etc.

The median number of women teachers is 21

The first quartile is 14

The third quartile is 29

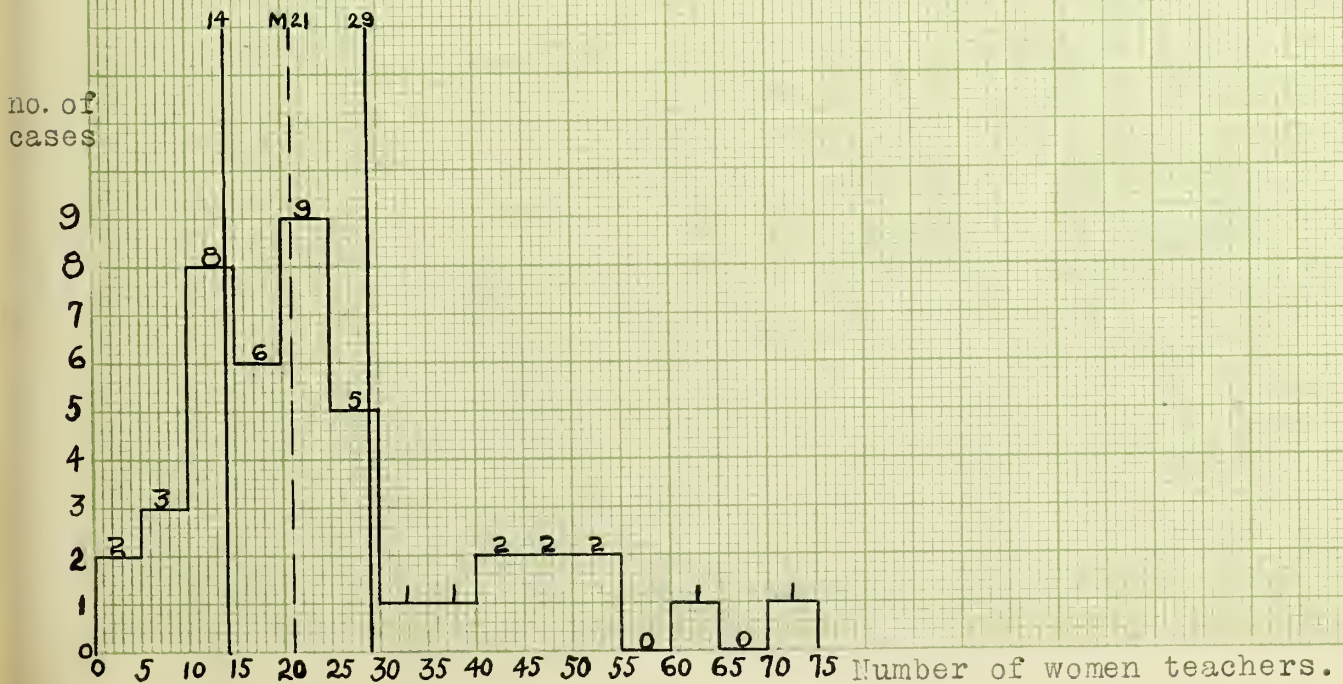


Figure V.

The number of women teachers in 80 high schools in which the work of advising girls is distributed among the teachers.

Legend: 4 high schools have from 5 to 9 women teachers; 11 high schools have from 10 to 14 women teachers; etc.

The median number of women teachers is 26.

The first quartile is 18.

The third quartile is 41.

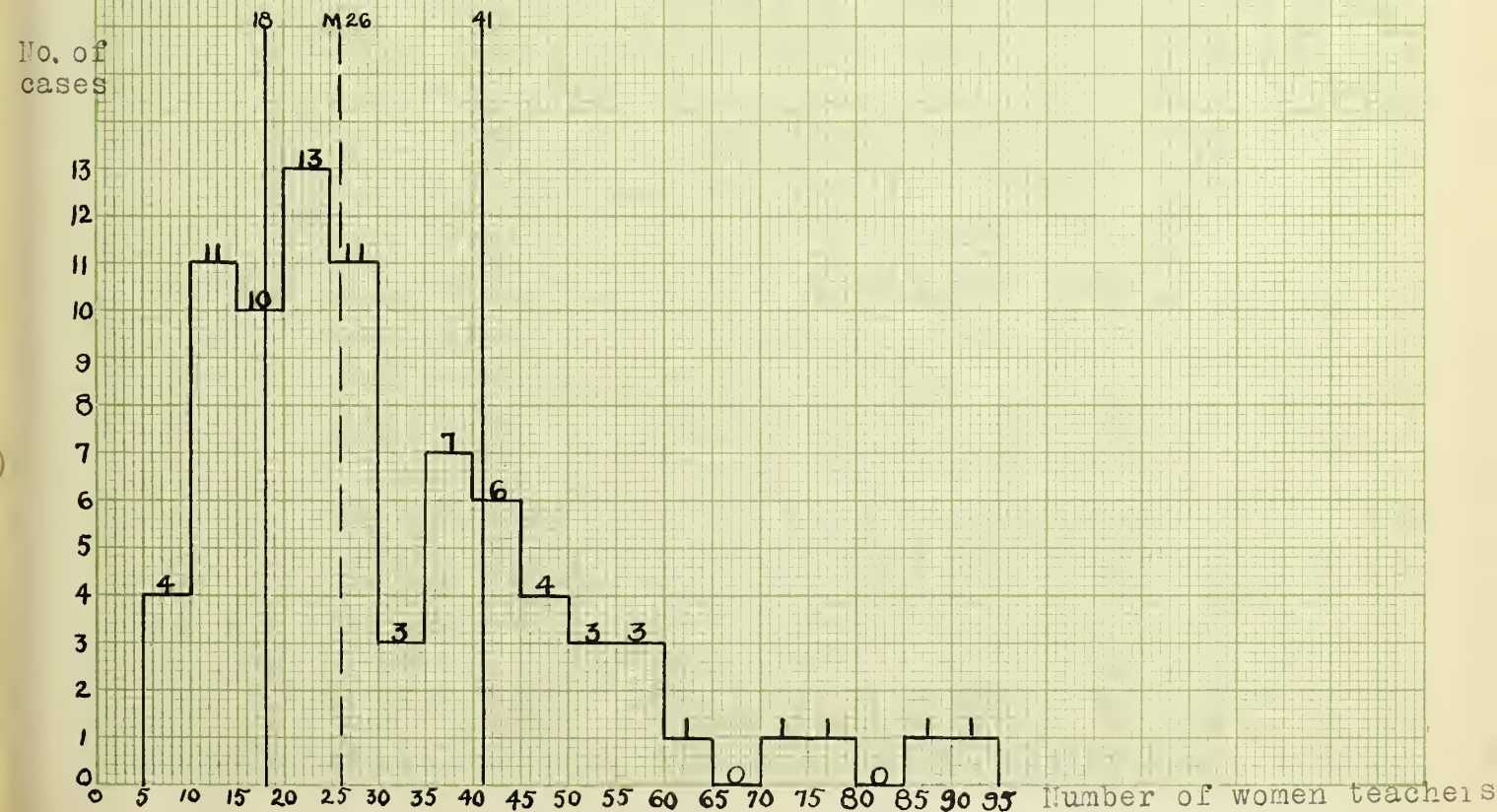


Figure VI

The number of women teachers in 122 high schools in which there are deans of girls.

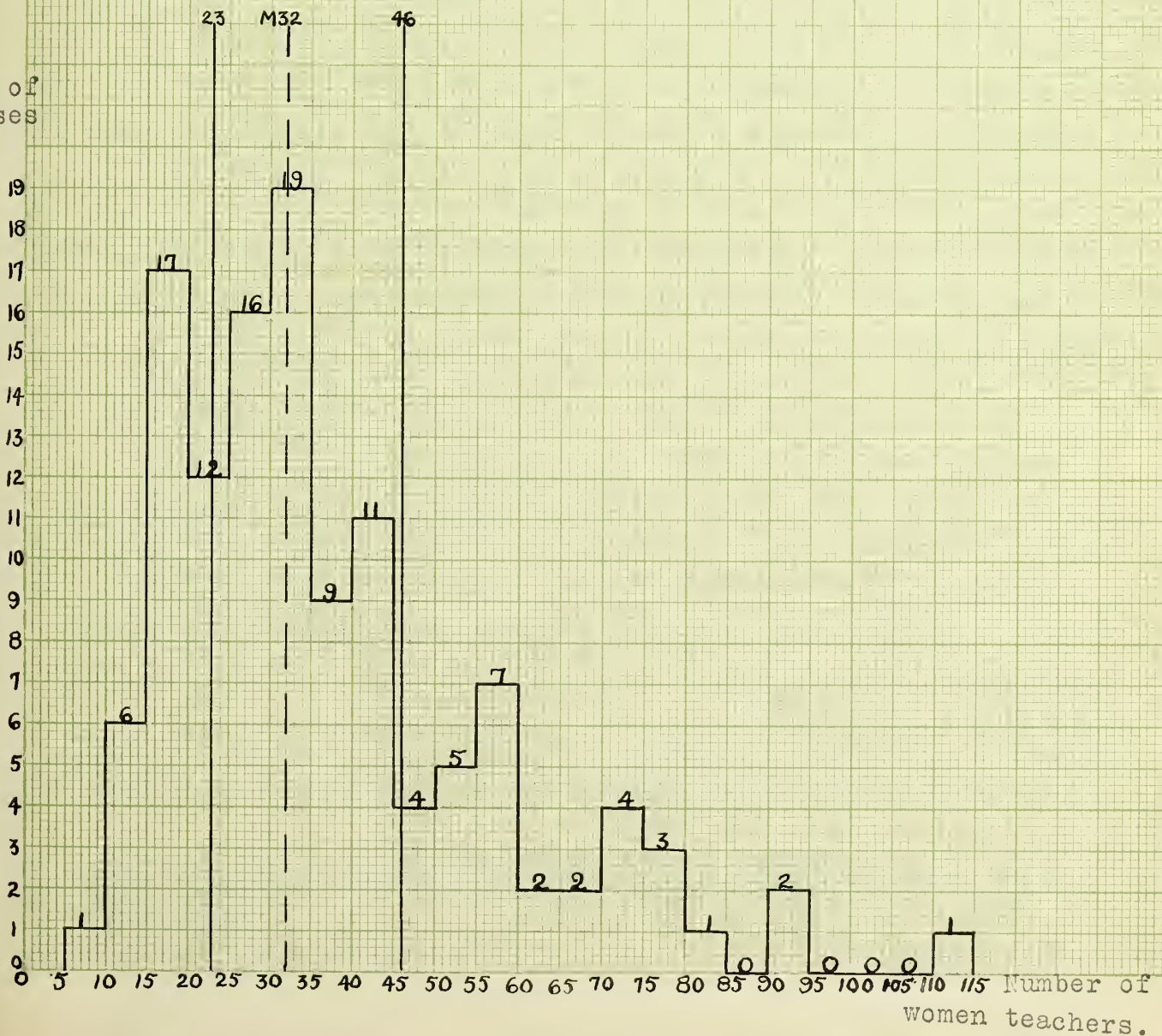
Legend: 1 high school has from 5 to 9 women teachers; 6 high schools have from 10 to 14 women teachers; etc.

The median number of women teachers is 32

The first quartile is 23

The third quartile is 46

No. of
cases



Hence in the 122 high schools in which the office of dean of girls is already created there are found to be over six hundred girls enrolled and thirty-two women teachers which leads to the assumption that the office has been established in the larger high schools of the country.

The investigation made last year by the Commission on Secondary Schools of the North Central Association of Colleges and Secondary Schools likewise shows that this official tends to be more widely recognized in the larger high schools. From a study of 1, 267 high schools, 25.5 per-cent of the principals reported that they had a dean of girls. It was found that this field of school work had been established in 40.9 per-cent of the large high schools, those with an enrollment in excess of 350 pupils; in 21.5 per-cent of the medium sized high schools, those in which the enrollment totals between 150 and 351 pupils; and in 11.1 per-cent of the small high schools, those having an enrollment not exceeding 150 pupils. 3. This goes to prove that the office of dean of girls tends to be organized in the larger high schools of the Association in which there is an attendance of over 350 pupils.

Other high schools, however, recognizing the need of some provision for guiding and directing the welfare of girls have met it temporarily by distributing the work among two or more teachers and in many cases among all of the women teachers, who render such service as time will permit in addition to their regular work in the class rooms. Ninety of the 278 high schools from which replies have been received and in which, as observed above, a study

3. "Proceedings of the Twenty-Sixth Annual Meeting of the North Central Association of Colleges and Secondary Schools." Part I, Page 60, 1921.

of eighty of these schools shows the median number of women teachers to be twenty-six, have met this need by detailing the work among the teachers as follows:

1. All women teachers or general advisory system.

(Teachers are assigned to groups of twenty to thirty girls and to special cases as the occasion demands. They come in contact with them after class or in their home rooms.)

<u>Teachers</u>	<u>Number of high schools</u>
15	3
57	2
37	2
29	2
25	2
22	2
13	2
12	2
51	1
36 teachers and school nurse	1
28	1
27	1
23	1
17	1
14 teachers and lady principal	1
11	1
10 teachers and school nurse	1
7	<u>1</u>

No. of high schools.

2. Home Room Lady Teachers.

Home Room teachers, number not given -----	4
Home room teacher, ten in number -----	2
Home room teacher, twenty-five in number -----	1
Home room teachers, seven in number -----	1
Home room teacher or office -----	<u>1</u>
Home Room System -----	9

3. Session Room Teachers.

Session Room Teachers, number not given -----	2
Session Room Teachers, thirty-seven in number ----	1
Session Room Teachers and Class Advisers -----	<u>1</u>
Session Room System -----	4

4. Special teachers assigned to groups of twenty of thirty girls.

23 teachers assigned -----	1
12 teachers assigned -----	1
6 teachers assigned -----	1
3-4 teachers assigned -----	<u>1</u>
Special teachers -----	4

5. Sponsors for girls.

Class Supervisors aided by women teachers, four or five in number -----	4
Grade Principals, four in number -----	3
House Principals, four in number -----	2
Three teachers assigned each year -----	2
Directors of Physical Training, two in number ----	2
Girls' High School Club Advisers, five in number -	2
Lady Principal -----	2

Two English Teachers -----	1
Three English teachers and Girls' Physical Training instructor -----	1
Director of Physical Training for girls, Social Director, and Insturctor in Home Nursing ---	1
One teacher for seniors and juniors and another for sophomores and freshmen -----	1
Three teachers elected by members of girls' Council-	1
Three teachers elected by grades -----	1
Director of Physical Training for girls and instructor in House Keeping and Home Nursing -----	1
Athletic Director and Older (in service) lady teachers -	1
Director of girls' Employment, Physical Training instructor, and Student Councelor or Matron -	1
School Visitor and Home Room teacher -----	1
Home Visitor -----	1
Home Visitor assisted by ten teachers -----	1
Attendant Officer and eight House Principal -----	1
House Principals, three in number -----	1
Girls' Welfare Committee, seven in number -----	1
Girls' High School Club Advisers, six in number ----	1
Committee of Discipline and Advice, two in number, aided by Session Room Teachers -----	1
Girls' Interest Committee -----	1
Older women teachers (age and experience) -----	1
School Nurse aided by other teachers in special cases -	1
Four head-teachers, fifty assistants -----	1

School year classes, nine in number ----- 1

Sponsors for girls ----- 39

6. A teacher who gives advice when occasion demands it--7

The work of advising the girls is found to be distributed among the teachers in ----- 90

The above methods do not, from all appearances, fully meet the needs of the girls because of a lack of personal contact and direct responsibility and interest; nevertheless not a little of the care may be exercised which the dean-ship contemplates. The teacher, however, who spends her day in the class room and whose spare moments are occupied with grading daily prepared exercises or examinations does not have the time or energy to devote to the many diversified problems which the girls have at heart. To be able to understandingly and sympathetically handle girls' needs and interests requires a person with ample time to view them from every angle, and to be able at all times to give counsel which cannot be sought in the classroom. Such a movement has its admirable beginning in the creation of the office of the dean of girls.

A great variety of titles have been applied to this newly created official in the high schools. From a study of 139 questionnaires the deans of girls are officially designated as:

	<u>Number</u>
Dean of girls -----	60
Assistant principal -----	21
Adviser of girls -----	11
Vice principal and dean of girls -----	5
Vice Principal -----	4
Assistant principal and adviser of girls	4

Preceptress -----	4
Assistant principal and dean of girls --	3
Student Adviser -----	3
Director of Physical Training -----	3
Assistant lady principal -----	2
Assistant to principal -----	2
Dean -----	2
Girls' Counselor -----	2
Vocational Counselor -----	2
Welfare Worker -----	2
School Nurse -----	2
Vice principal and general adviser -----	1
Vice principal for girls -----	1
Assistant superintendent and dean of girls	1
Teacher adviser -----	1
Dean of women -----	1
Dean of girls and student adviser -----	1
Special teacher working with girls -----	1

It might be expected that the person filling such a recently organized office in various parts of the country would be known by a diversity of titles; yet about forty-three per-cent of the schools designate this official by the title "Dean of Girls" and from all indications it seems that in time the majority of the other high schools will do likewise. The title may be suggested by the College, but the duties of the dean of women and those of the dean of girls are similar in nature and it carries with it greater dignity and conveys a truer meaning than any of the others.

The education of a dean of girls is a very important factor to be considered. The courses for advisers of girls offered at Teachers College, Columbia, New York, give a pretty clear indication of what phases of educational work a dean should be acquainted with.⁴ The prerequisite for admission to the course leading to a diploma as adviser of women or adviser of girls are : A bachelor's degree or its equivalent approved by the faculty; some successful social experience in the guidance of young women or girls; professional fitness for the direction of youth, such as suitable age and general education; and the ability to teach one subject in college or high school. Some of the typical courses offered are: Problems for Advisers of Women and Girls, Biology in Education and Social Work, Hygiene of Childhood and Adolescence, Educational Psychology, Psychology of Adolescence, Vocational Education, Vocational Guidance, History of Education, History of the Family as a Social Institution, Education of Women, Public Health and Standards of Living, Sociology, Religious Education, and Home Economic Courses. Training along these lines is very essential as the dean must be able to understand human nature in all its variable aspects as well as to guide girls from a moral, educational, and vocational standpoint. Of the graduates from the University, the Physical Education, the Home Economic, the Education, and the Sociology students probably have the best background for the work.

A study of the reports from 129 high school principals shows that the deans of girls have the following Academic training:

4. Teachers College Bulletin eleventh Series. No. 3. Courses for Advisers of Women and Advisers of Girls.

	No. of dean of girls.
A B -----	76
A M -----	20
Ph B -----	2
B S -----	1
B L -----	1
Ph M -----	1
Ph D -----	1
No -----	27

As shown by the above classification about eighty percent of the deans of girls have received a college degree, while only twenty percent of them have not. This fact goes to prove that the women who are entering into this line of work are largely college graduates; but this academic attainment is not enough, the most important factor is actual experience in life. The dean must be old enough to have had wide social experience and contact with girls' problems, yet she should be young enough to enter into their ways of thinking and doing. The median age of the deans of girls in 120 high schools as indicated by the following Figure (Figure VII) is forty-two years. This age affords the dean ample time to receive a college education, gain experience as a teacher, and to come in personal contact with the problems of girls before she enters into her important field of work. The ages, however, range from twenty-five to seventy years, yet the former may be a little too young and the latter a little too old for complete efficiency and success.

Figure VII

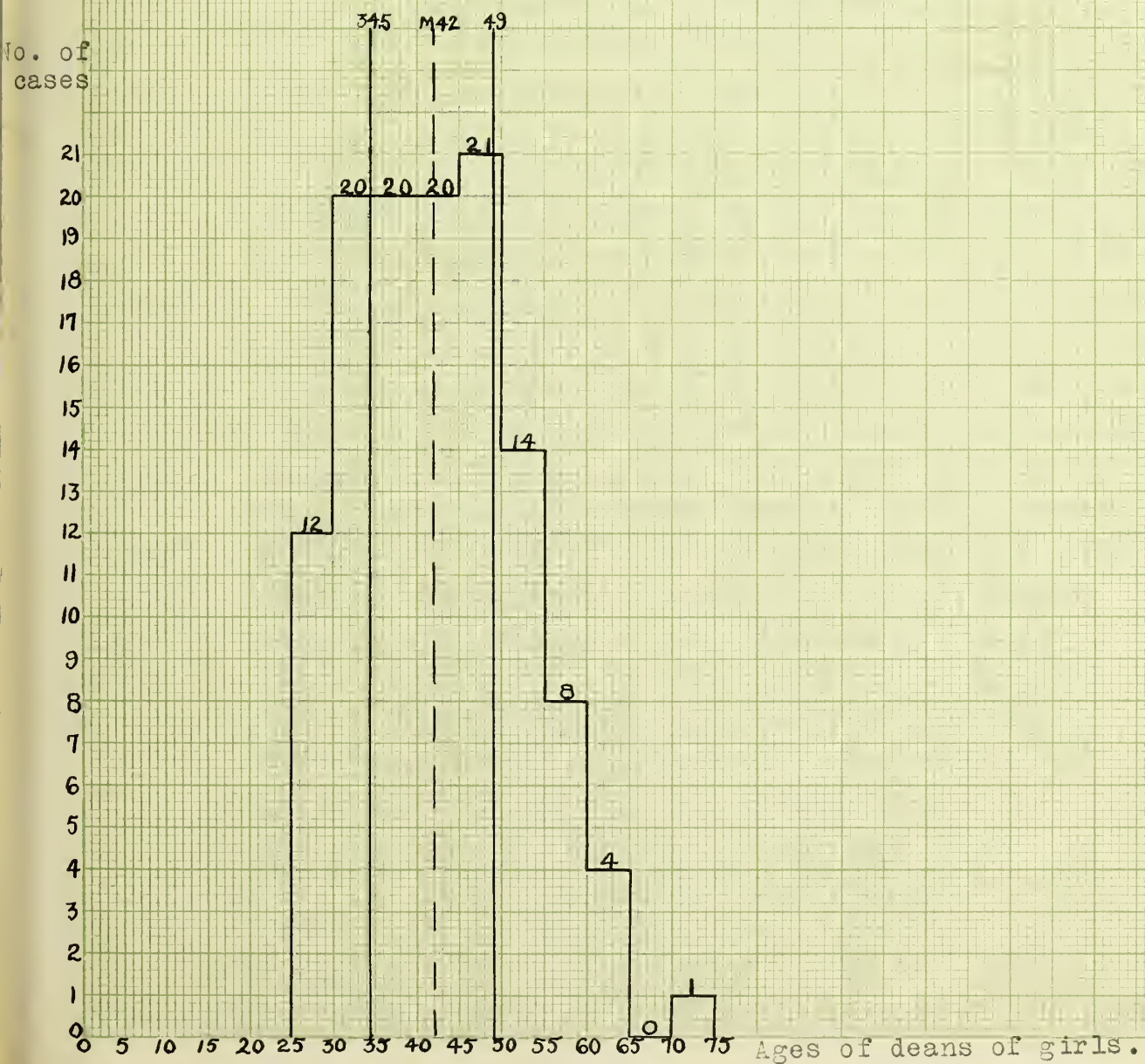
The approximate ages of the deans of girls in 120 high schools.

Legend: In 12 high schools the deans of girls are from 25 to 29 years of age; in 20 high schools the deans of girls are from 30 to 34 years of age; etc.

The Median age of the deans of girls is 42

The first quartile is 34.5

The third quartile is 49



From a study of 139 questionnaires 73 percent of the deans were found to teach one or more classes a day in addition to advising the girls; while 27 percent of the deans give their entire time to guiding and directing the individual needs and interests of the girls and raising the welfare of the school in general. The subjects taught by the deans of girls may be grouped thus:

	<u>Frequency</u>
Not teach -----	39
English -----	32
Mathematics -----	16
Latin -----	11
History -----	11
French -----	8
Physical Education -----	5
Domestic Science -----	4
Biological Science -----	4
Hygiene -----	3
Civics -----	2
Nursing -----	2
Normal work -----	2
General Science -----	1
Drawing -----	1
Music -----	1
Physiology -----	1
Psychology -----	1
Commerce -----	1
Greek -----	1
Ethics -----	1

As observed from the above list the deans tend to teach the older academic subjects of study instead of those course which have a direct bearing on their relations with girls. Physical Education, Biological Science, Hygiene, Nursing, and Physiology stand low in the list; while English, Mathematics, Latin, and History rank high. How is this fact to be accounted for? The qualifications given by 133 high school principals for determining the basis of selection of the deans of girls in their respective schools throws some light on this question. They are as follows:

	<u>Frequency</u>
Strong character -----	114
Good judgment -----	113
Dignity -----	103
Sympathetic dealings with girls' problems	
before her appointment -----	102
Disposition to cooperate -----	96
Experience and broad education -----	94
Ability as organizer and administrator --	75
Motherliness -----	50
Tactful -----	3
Her general fitness -----	3
Social poise -----	2
Taught in this school for a number of years	
and knows the home conditions of many	
girls -----	2
She has been here for years, fine elderly	
character -----	2

Neatness (appearance) -----	2
Long service in such work -----	2
Confidence of faculty -----	1
She had been a successful principal of a smaller high school -----	1
The fact that she was a mother -----	1
Twenty-five years experience in this school -	1
Patience -----	1
High ideals -----	1
In touch with many groups in the community --	1
Knowledge of conditions existing in the com- munity -----	1
Ability to obtain reaction of girls -----	1
Ability to advise and discipline with emphasis, but with a smile and with discretion --	1
Willing to do more than is expected of her --	1
Sympathetic but not sentimental -----	1
Ability to play -----	1

The fact that the deans of girls teach English, Mathematics Latin, and History is undoubtedly due to the newness of the office. The principals of the various high schools, it appears, have selected one of their successful teachers and because of her strong personal characteristics, her length of service in the school, or her age in years - very often a combination of these qualities - have raised her to the position of dean of girls. Thus in addition to advising the girls she continues to teach one or more classes of the subject in which she has made a specialty.

To meet the long felt need for such an office in the high

schools educators have therefore been forced to appoint capable teachers from their faculties to assume the responsibilities of caring for the numerous problems of the adolescent girls. Hence the majority of the deans have had no special training for their duties and responsibilities. Miss Lola M. Cremeans, in October 1920, sent a questionnaire to the superintendent of Public Instruction in all of the states, and in reply also received some very interesting information concerning the qualifications for determining the selection of the deans of girls and their training for the work. The following quotations are typical: "None of our deans had education specifically fitting them for this office. We undertook to select people who understood girls, and had a good deal of 'mother wisdom'."

"She had no special training for the work. Only her long experience as a successful teacher of high school students, her knowledge of the school and students, her wide acquaintance and the esteem and respect in the community for her were the reasons for her appointment."

"--- she is a woman of much maturity, of delightful personality, and of real leadership among girls."

Mr. G. W. Gayler, Superintendent of Schools, Canton, Illinois, states: "As will be found true in most high schools several women were already in the employ of the board who would measure up to the requirements of this position and it was only a matter of choice among several. The woman chosen has had a large experience in both grade work and high school work, and has been principal of a grade building. She has attended both a normal school and a university, but is a graduate of neither. She has traveled

some and has had large experience in meeting and mingling with people." 5.

Since the colleges and universities are only just beginning to offer courses for preparing young women for this important field of secondary school work, the majority of the deans have not had the opportunity to receive any additional beneficial instruction. Several of them, nevertheless, report of having completed the course of study offered at Teacher's College, Columbia, New York. One dean writes: "I have been fortunate enough to have just completed the Adviser's Course at Teacher's College, Columbia University, so I believe I have heard the latest ideals and practices outlined. My duty is to translate theory into practice right here in my own job. My plans must grow gradually because relief from my former duties can come but slowly." The University of California expects to be able to offer a course for deans during the coming summer session. It is to be hoped that as the office becomes more thoroughly recognized throughout the states and the colleges offer well organized courses of study in this line of work, both during the regular school term and the summer sessions, the factor of special training will be overcome to a great extent. Courses for deans which are given during the summer months affords excellent opportunities for the teachers, who are now raised to the position of dean of girls to become more thoroughly acquainted with the many duties that are required of them and the possibilities of the new office.

The dean of girls to measure up to the possibilities of her position needs to be endowed with a sound physical body, a set

of fine yet wiry nerves, a strong character, and sound judgment. She must have social poise, patience, tact, courage, alertness, courtesy, open-mindedness, high-mindedness, broad interests, self-control, the power of adaptability, good temper, unfailing honesty, and high ideals; yet she must also possess a magnetic, sympathetic and charming personality for her work is confined to adolescent girls who are idealistic, enthusiastic, impressionable, and inclined to be susceptible to hero-worship. The dean must have a broad education and be a capable organizer and administrator. Her personality must be such as to control without repelling if she is to win the confidence of the girls so that they feel she is not a disciplinary officer but a sincere friend, companion, fellow worker, adviser, and "school mother". She should dress with becoming taste and neatness of style, and comply with the best manners and customs of the day so that the girls will find her modern in every way. The dean of girls should also be able to deal successfully with men, and have the ability to present her plans and views so that they may gain the support and respect of the men of the faculty. In brief, quoting Dean Mathews -- "so many temperamental qualities are desirable that it is plain only an archangel could possess them." 6.

The fact that teachers have been chosen to fill the office of deans of girls in the majority of the high schools may also be observed by the rank they now hold with reference to other secondary school officials. In 130 schools they are officially designated as follows:

	Number
Assistant principal -----	83
Teacher -----	44

6. Mathews, Louis Kimball - "The Dean of Women."

Vice principal ----- 2

Principal ----- 1

This indicates that approximately sixty-four per-cent of the women selected for this office have been promoted to the rank of assistant principal; thirty-five per-cent have retained their rank as teacher; two per-cent have received the position of vice principal; while one dean has been raised to an equal rank with the principal. The dean of girls should have a rank in the school equivalent to that of the assistant principal. She is the person chosen to have all the interests of the girls, teachers, and school at heart; besides serving as a connecting link between the homes, the community, and the high school. Surely such far reaching duties and obligations entitles her to this rank, and the present tendencies certainly point in a favorable direction.

From a comparison of eighty-six high schools the deans who devote a part of their time to teaching spend about three periods a day, of forty-five minutes each, in the classroom; while the other teachers in the same subjects spend about five periods, for forty-five minutes each, daily in class instruction, or approximately 1.8 as much time in teaching as the deans of girls. These facts may be noted from Figures VIII and IX. Surely $2\frac{1}{4}$ hours is too long for the dean to spend in the classroom each day, besides there is the extra time which is required for such duties as grading daily prepared lessons or examinations and recording of grades. This time may much more profitably be spent in discussing with groups of twenty to thirty girls problems which are of vital interest to them. To be at leisure to meet girls for individual conferences whenever required

also demands freedom from too numerous class duties. If the dean is to guide and direct the girls' welfare she should not be required to spend her spare time in marking papers when it should be hers for research, visiting homes, or attending organized community club meetings to promote the interests of the high school.

The classes by years taught by the deans of girls in 130 high schools, who spend part of their time in teaching as well as advising the girls, falls in this order:

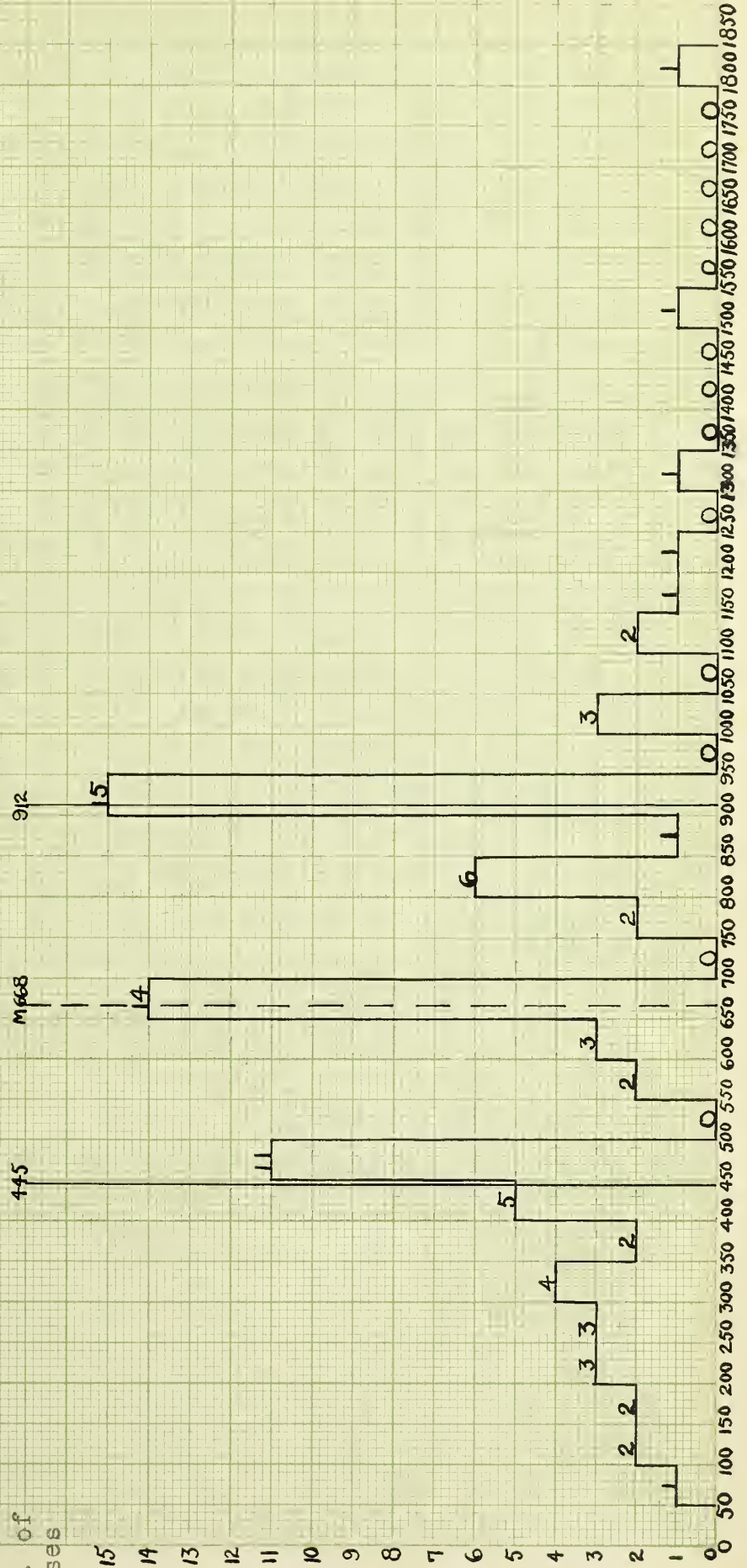
	<u>Frequency</u>
Classes of senior standing -----	51
Classes of junior standing -----	42
Classes of freshmen standing -----	38
Classes of sophomore standing -----	36

Figure VIII

The number of minutes per week deans of girls teach in 86 high schools.

Legend: In 1 high school the dean of girls teaches from 50 to 99 minutes per week;
in 2 high schools the deans of girls teach from 100 to 149 minutes per week; etc
The median number of min. per week the deans of girls teach is 668.
The first quartile is 445.
The third quartile is 912.

No. of
cases

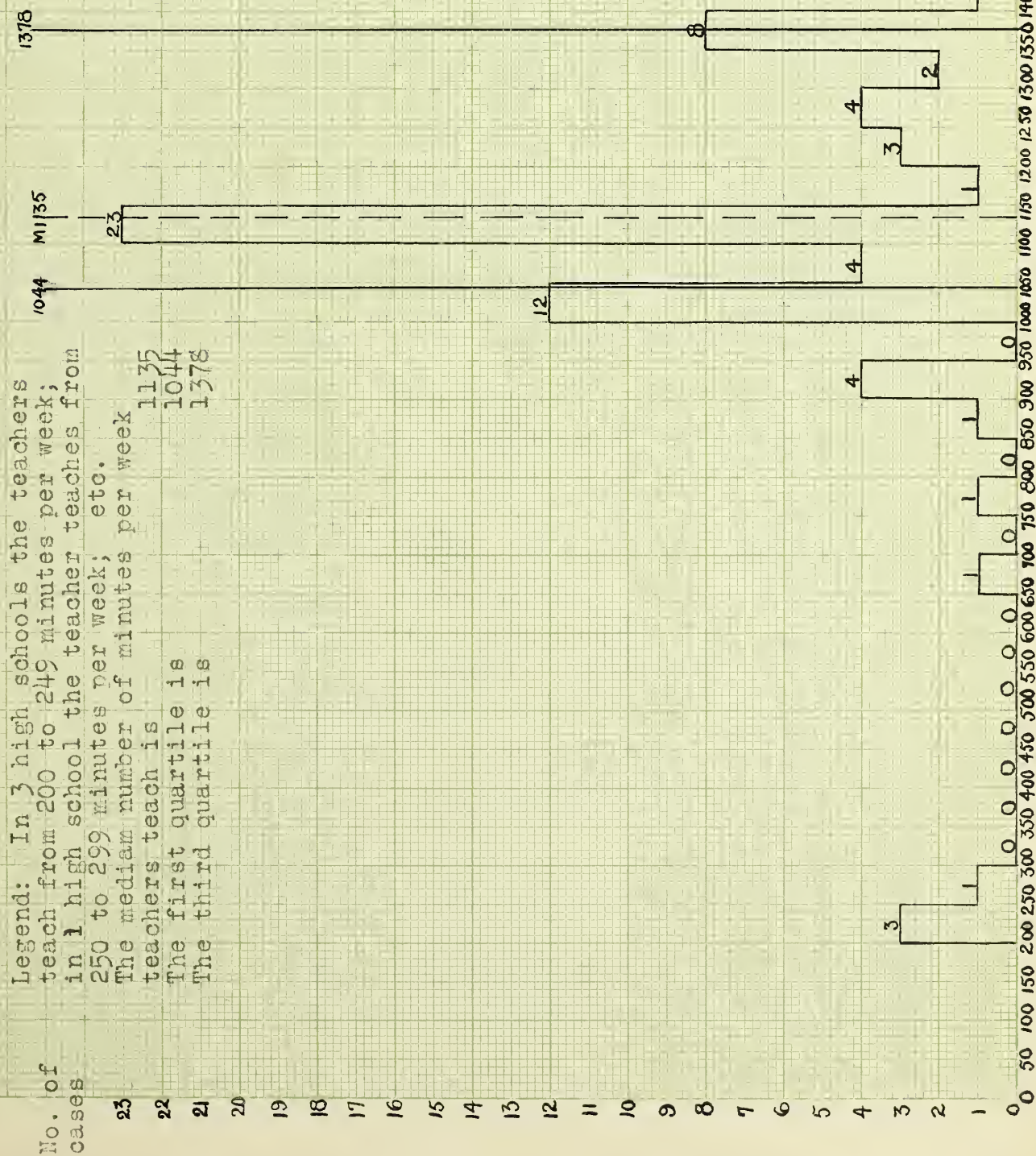


No. of
minutes

Figure IX

The number of minutes per week other teachers, in the same subjects as those taught by the deans of girls, teach in 86 high schools.

Legend: In 3 high schools the teachers teach from 200 to 249 minutes per week; in 1 high school the teacher teaches from 250 to 299 minutes per week; etc.
 The median number of minutes per week teachers teach is 1135
 The first quartile is 1044
 The third quartile is 1378



No. of min.

Hence it appears that the deans are not only teaching academic subjects which bear little relation to their real work of instructing the girls morally, socially, vocationally, or in matters of health and hygiene; but that they also tend to teach groups of students of upper-classmen standing who do not have the many problems which confronts the freshmen girls in becoming adjusted to their new surroundings. It may be advisable, if the school is small or the duties of the dean are not too heavy, for the dean of girls to teach one or two classes a day - preferably of freshmen standing. This enables her to secure a more direct connection, personal contact, and interest in the school life of the new pupils; it also enables her to appreciate the girls' work on a classroom basis. Even if she only teaches one class a day she has the opportunity to establish the social and moral standards in the classroom which are desirable for the entire school. The freshmen girls when they enter high school need some one upon whom they may rely for instructive and sympathetic guidance. It is during the first year of high school that the great elimination of students take place; thus one of the dean's greatest responsibilities is to come in contact with the new students and aid them in every way possible. The dean who is a good teacher may more readily gain the confidence and good will of the pupils because of her daily intercourse with them in the classroom. On the other hand, as shown by the suggestive program for the deans of girls which is outlined in the latter part of this study, the dean's work is so varied and rich in opportunities for bringing her in direct contact with the individual girls through personal conferences and group discussions - which consist of all known relations which an older

woman bears toward her minors - that she may profitably be freed from the classroom duties. Whether the dean of girls teaches or not is a matter which can only profitably be left to the decision of the officials in each high school.

The salaries of the deans of girls, if the office is to develop to its greatest efficiency, should be approximately the same as those received by the assistant principals. It is undoubtedly true that the best women of the country are needed to advise the girls. They are chosen for ability in school administration, capability as supervisors, for scholarship, and for leadership; for ability to organize and cooperate with pupils, teachers, parents, and the general public; and also for their ability to instruct youths in the right methods of living, acting, and thinking. Because of the many personal qualities that are essential for the deans, the experience as a teacher, the additional training, and the necessity for constant study and research the salaries which are offered should be such as to repay them for their time and money spent in preparation. As it has been previously showed the deans tend to receive the rank of assistant principal in the high school; hence how do their salaries compare with those paid to the other teachers? In comparing the salaries of the deans of girls with those received by other full time instructors in 128 high schools it is evident that the deans do not tend to receive the maximum salaries offered to either the regular men or women teachers. This may be seen from the median salaries paid in the 128 high schools in which there are deans of girls.

Maximum salary of full time men teachers ----\$2,592.

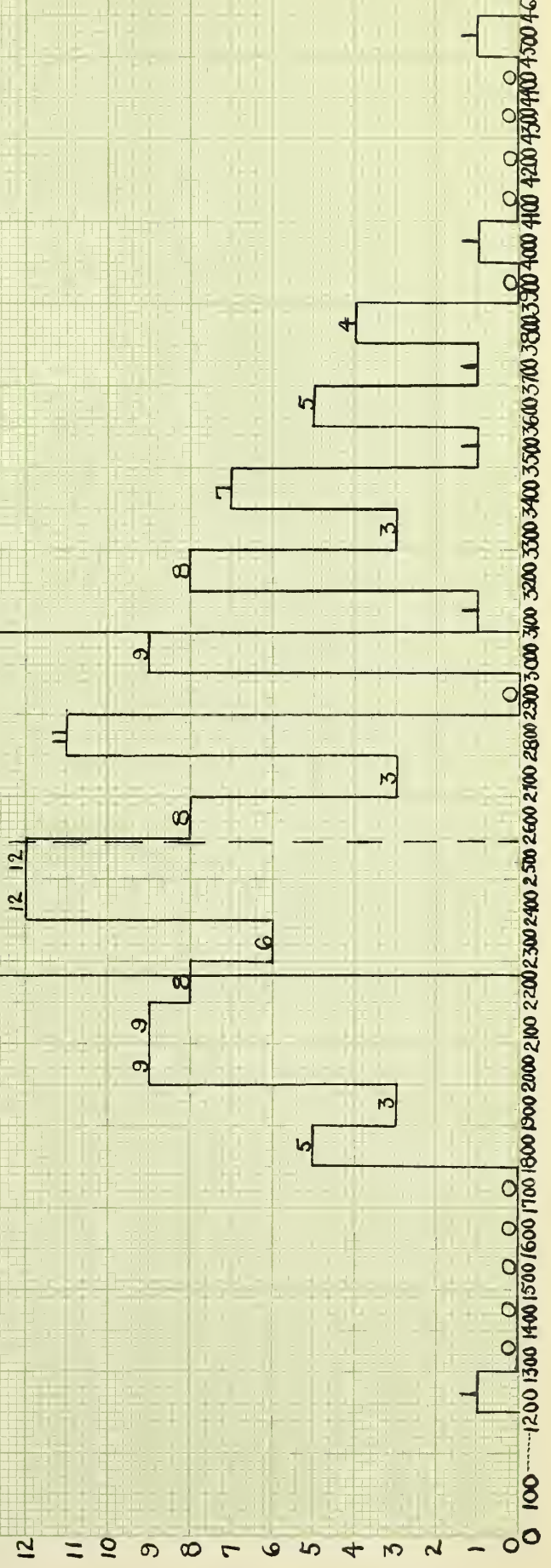
Maximum salary of full time women teachers	----	\$2,467.
Minimum " " " " men "	----	\$1,641.
Minimum " " " " women "	----	\$1,532.
Salary of deans of girls	-----	\$2,280.

Figure X

The maximum salaries of full time men teachers in 128 high schools in which there are deans of girls.

Legend: 1 high school pays a salary of from \$1200 to \$1299; no high school pays a salary of from \$1300 to \$1399; etc.
The median salary is \$2592
The first quartile is \$2263
The third quartile is \$3100

No. of cases

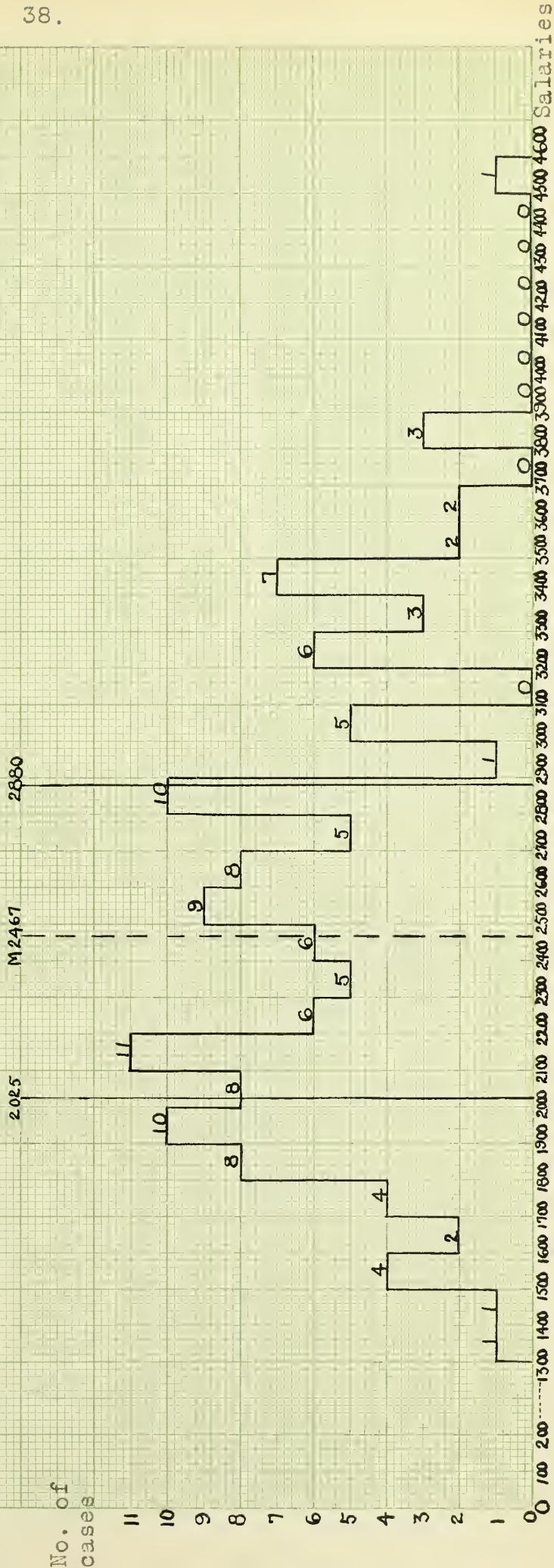


salaries

Figure XI

The maximum salaries of full time women teachers in 128 high schools in which there are deans of girls.

Legend: 1 high school pays a salary of from \$1300 to \$1399; 1 high school pays a salary of from \$1400 to \$1499; etc.
The median salary is \$2467
The first quartile is \$2025.
The third quartile is \$2880



Salaries

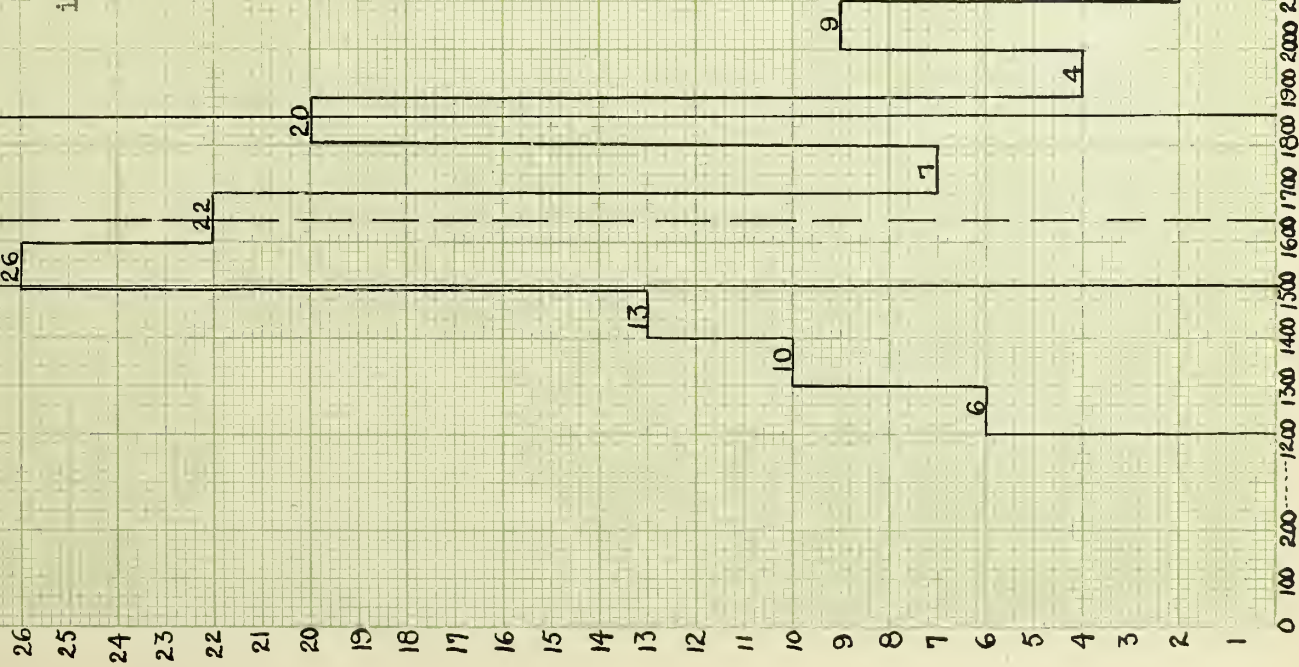
No. of cases

1512 M/1641 1860

Figure XII

The minimum salaries of full time men teachers in 128 high schools in which there are deans of girls.

Legend: 6 high schools pay a salary of from \$1200 to \$1299;
10 high schools pay a salary of from \$1300 to \$1399; etc.
The median salary is \$1641
The first quartile is \$1512
The third quartile is \$1860.



Salaries

Figure XIII

The minimum salaries of full time women teachers in 128 high schools in which there are deans of girls.

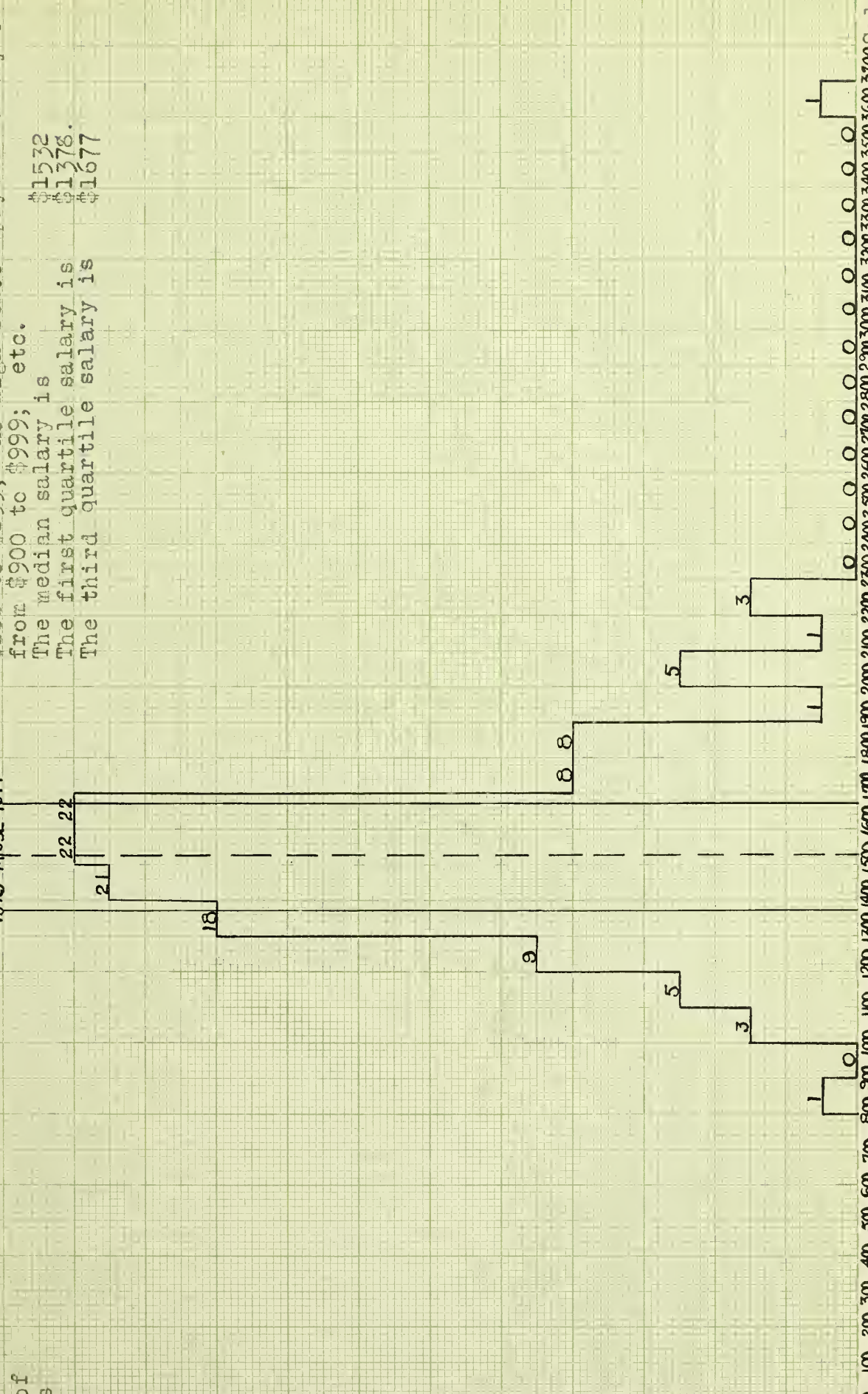
Legend: 1 high school pays a salary of from \$800 to \$899; no high school pays a salary of from \$900 to \$999; etc.
The median salary is \$1532
The first quartile salary is \$1376
The third quartile salary is \$1677

1376 M532 1677

No. of cases

22
21
20
19
18
17
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
0

0 100 200 300 400 500 600 700 800 900 1000 1100 1200 1300 1400 1500 1600 1700 1800 1900 2000 2100 2200 2300 2400 2500 2600 2700 2800 2900 3000 3100 3200 3300 3400 3500 3600 3700



Salaries

Figure XIV

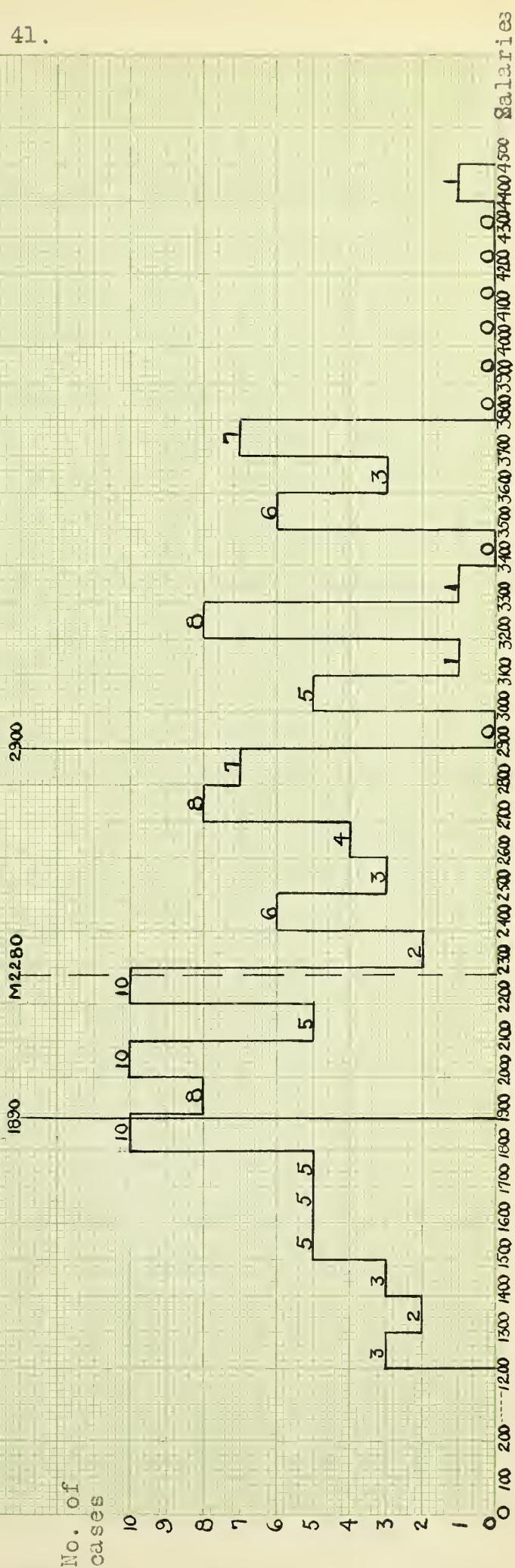
The salaries of the deans of girls in 128 high schools.

Legend: 3 high schools pay a salary of from \$1200 to \$1299; 2 high schools pay a salary of from \$1300 to \$1399; etc.

The median salary is \$ 2280

The first quartile salary is \$1890

The third quartile salary is \$2900



The salaries of the deans of girls, as shown by Figures X, XI, XII, XIII, and XIV range about the same as those paid to other teachers - from \$1200 to \$4500. Thus the reports indicate that the greater majority of the deans do not receive any marked increase in their salaries because of their new responsibilities. Of course there are a few exceptions to this general statement, as in the case of those high schools in which the office has been established for a greater length of time and in which the dean is relieved of the major portion of her class duties, but on the whole it seems to hold true. The following quotation, given by a high school principal, is typical: "The dean's salary is on the basis of her years of experience. No adjustment has yet been made because of the change in her rating; though one is expected in time." If the most capable persons are to be encouraged to take up this line of work - the type of women possessing the character and ideals which any mother would be proud to see developed in her daughter, and the type which girls will wish to imitate - they must be given salaries that will compensate for the expenditure required in their preparation for the work. Should the efficient deans be sacrificed for the salaries? Surely every community owes it to its girls to secure the finest women to enhance their general welfare.

The deans of girls, it may be remembered, are largely college graduates. Since this is the case, do the salaries have any relation to their academic attainments? The number of high school principals who reported having deans with master's degrees and those having deans without college degrees are so small in number as compared with those having deans with bachelor's degrees that an adequate relationship between the three cannot be given, yet it may be

of value to note the results which are evident from such a comparison. Twenty deans holding master's degrees receive a median salary of \$2,550; seventy deans each with a bachelor's degree receive a median salary of \$2,300; while twenty-seven deans who are not college graduates receive a median salary of \$1,983. This indicates that their salaries tend to vary somewhat in accordance with the college training. In like manner the number of girls supervised by deans with master's degrees is larger than those under the supervision of deans without degrees, as shown by the fact that the median number of girls supervised by twenty deans with master's degrees is 700; whereas the median number of girls guided and directed by twenty-five deans who are non-college graduates is 683. In the case of sixty-seven deans with bachelor's degrees the median number of girls supervised is 596. This is due to the fact that the office at the present time is created in the high schools of the country in which the median enrollment of girls was found to be 623, as noted by the study made of 128 high schools in the beginning of this chapter. It has also been shown that about fifty-nine per-cent of the degrees held by the deans of girls are B. A.; hence it would be expected that this academic standing would prevail in the majority of the high schools of the country and come between the other two groups both in regard to the salaries received and the number of girls supervised. Thus there is a relation between the degrees, number of girls enrolled in the high schools, and the salaries in the case of deans with M. A. degrees and those with B. A. degrees and no degrees. The former deans tend to have control over a larger number of girls and to receive higher salaries

than those deans of girls who fall below them in their academic attainments. These facts may be observed by comparing Figure XV with Figure XVI.

Figure XV

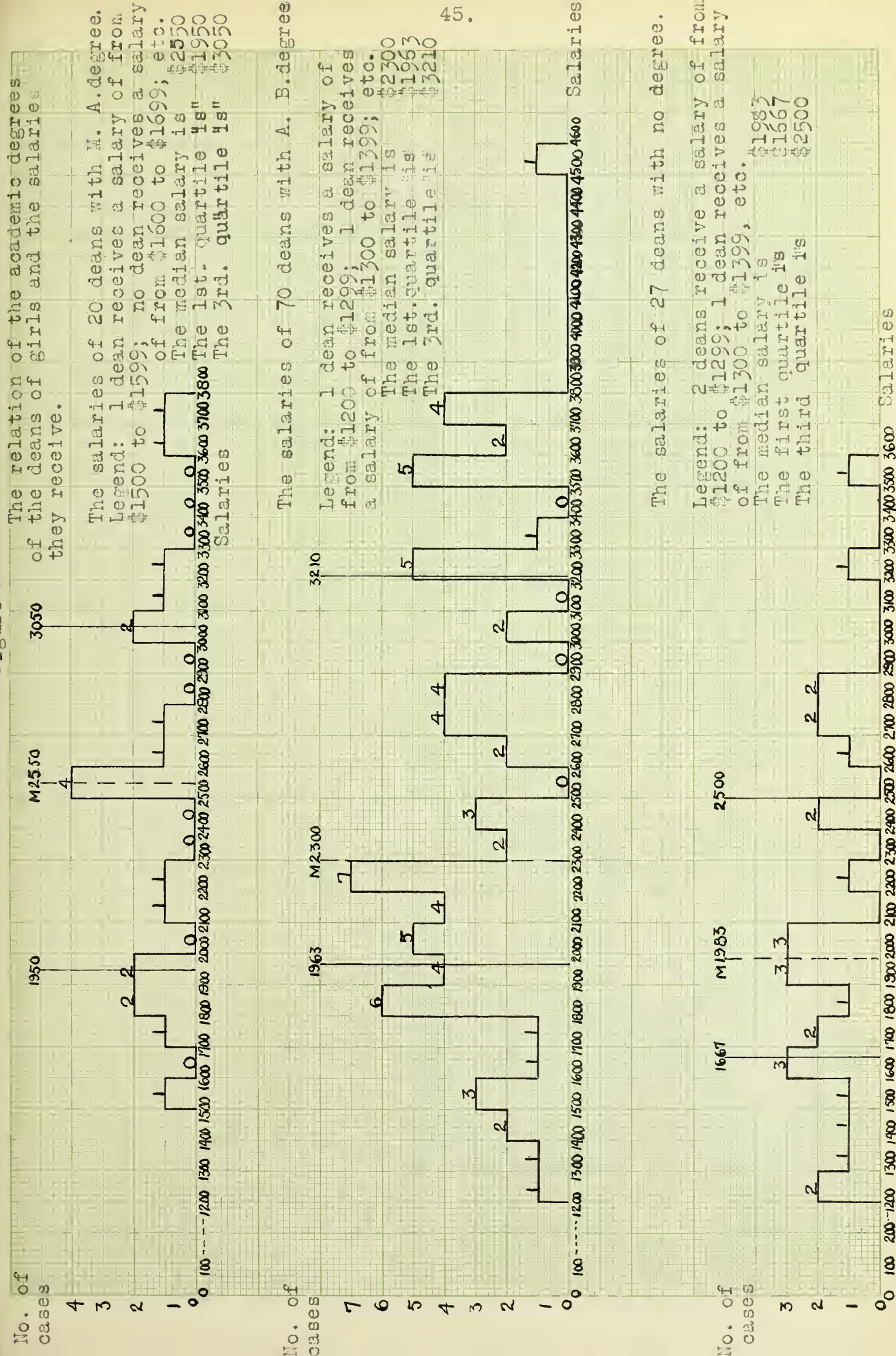
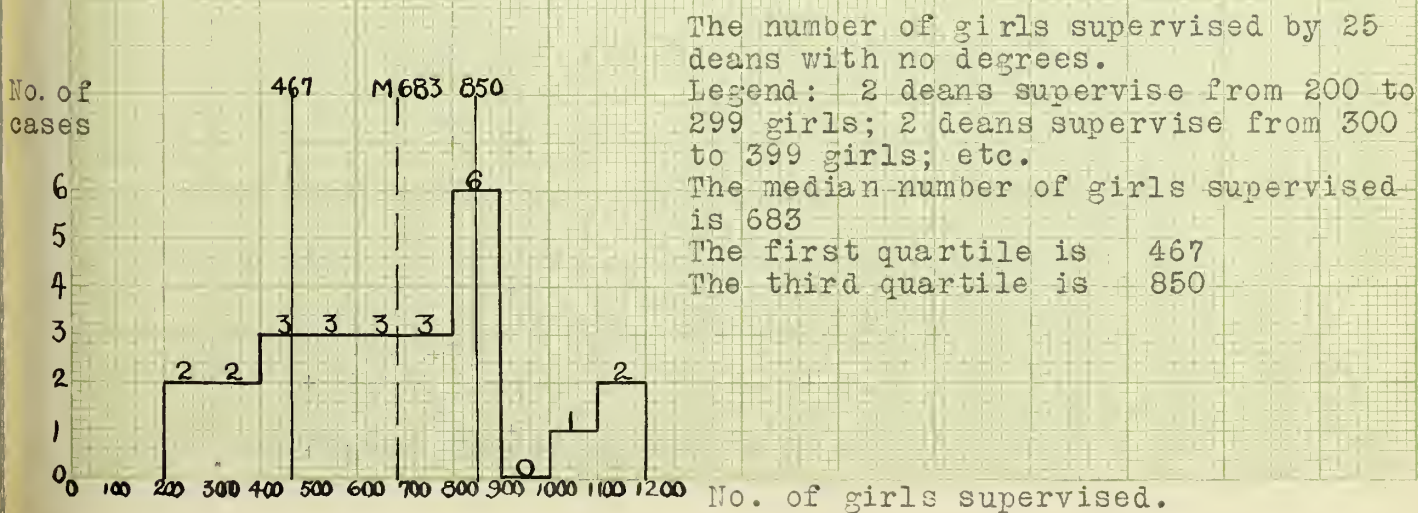
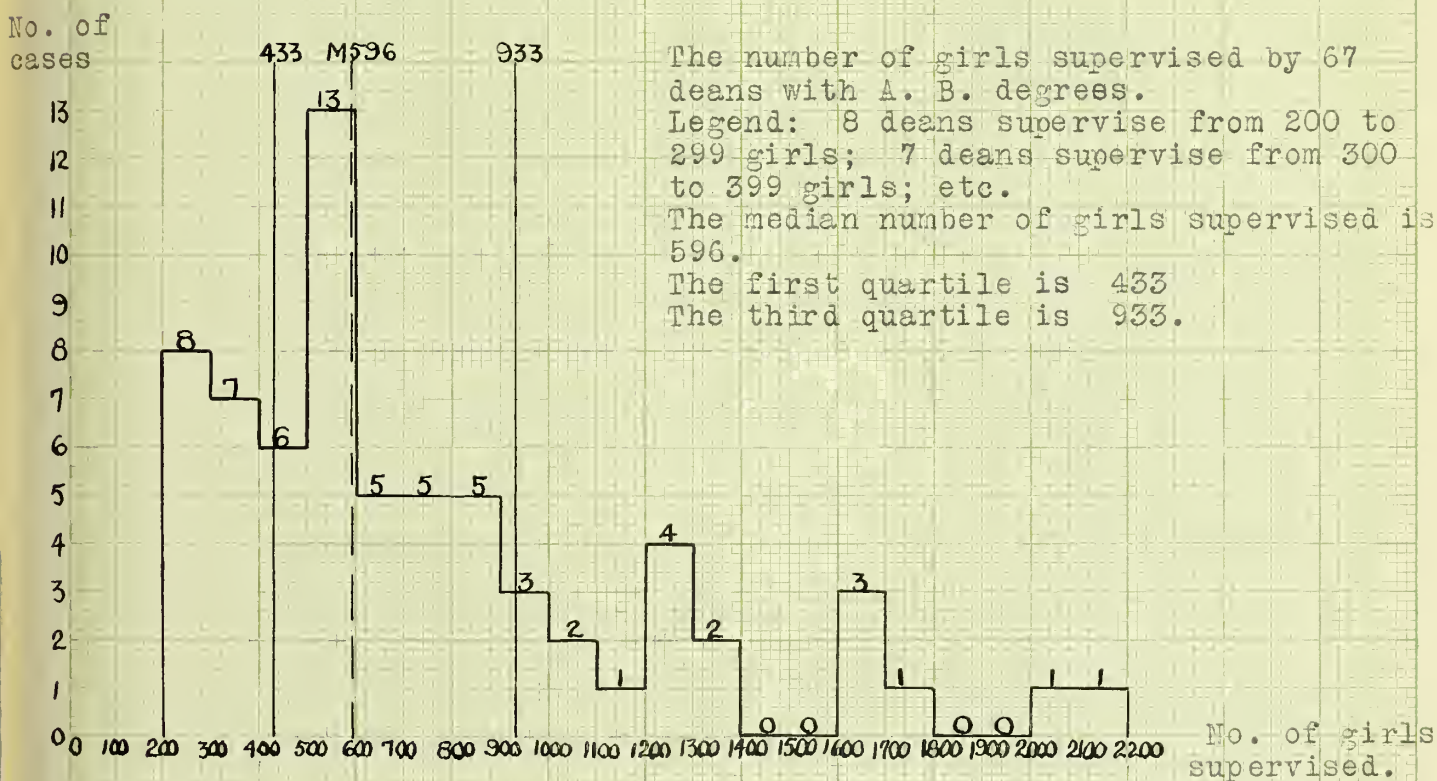
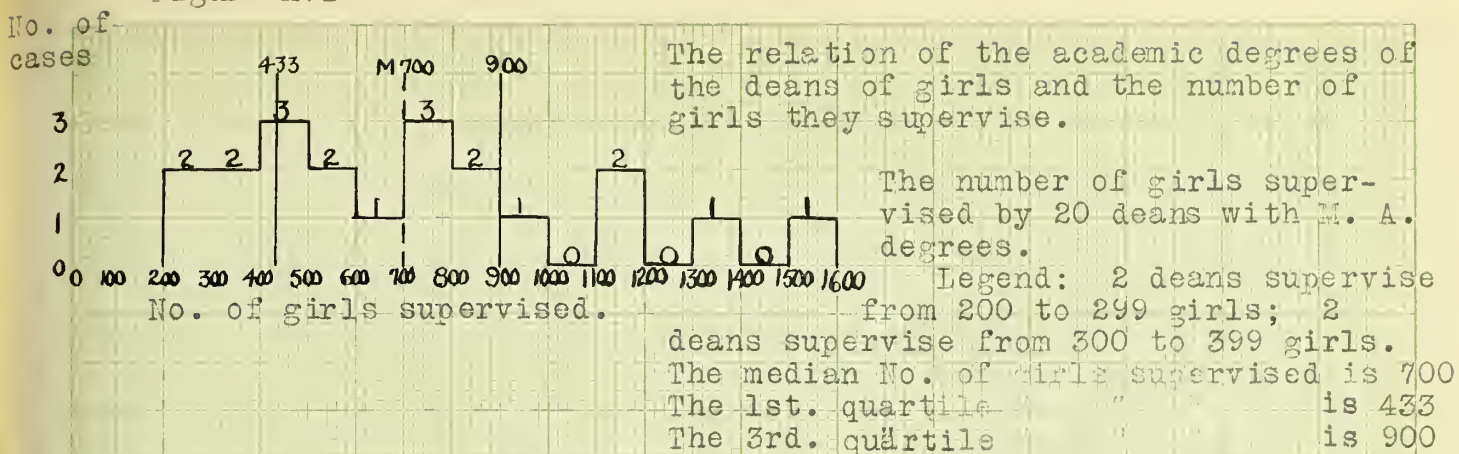


Figure XVI



Like any new department which has recently been created and as yet is unstandardized, the dean of girls may be somewhat handicapped in her work because of a lack of the proper equipment. In 130 high schools seventy-three deans report of having a private office; while fifty-seven answer in the negative. The deans, however, who have no private office may be found for consultation in the places mentioned below:

	<u>Frequency.</u>
Class room -----	25
In the principal's office -----	21
Halls -----	12
Assembly Room -----	6
Ladies' Rest Room -----	2
Girl's Study Hall -----	2
Nurse's Office -----	2
Dressing Rooms ---- ; -----	1
Girl's Basement -----	1
Emergency Room -----	1
General Office -----	1
Social Room -----	1
Small room at my disposal when I meet small groups or singly -----	1
Room shared with Assistant Principal -	1
Teacher's Conference Room -----	1
Library or Model Dining Room -----	1
Room used privately two hours a day -	1
Anywhere I can find a place -----	1
Gymnasium -----	1
Medical Inspection Office -----	1

The deans in the same 130 high schools tend to be restricted in their efficiency because of the absence of clerical assistance. Such service provided for the deans may be seen from the following grouping:

	<u>Number</u>
No stenographer -----	92
Stenographer -----	21
Share of office force -----	8
Student assistance from Commercial department -----	9

In these high schools the deans also make provision for meeting girls for private conferences during such specified periods as:

	<u>Frequency</u>
After school -----	98
Before school opens -----	75
Between class periods -----	73
At noon -----	68
At any time as needed during the day --	19
During my vacant periods -----	17
During their study periods -----	13
During class periods -----	11
After eleven o'clock -----	1
Evenings -----	1
Afternoons -----	1
First and last hours of school day ----	1
Sometimes at assembly time, once a month	1
In the afternoons which I have for that purpose -----	1

During one and a half periods for such

work every day ----- 1

When sent for by principal or teacher or on

request of students ----- 1

Division Period ----- 1

It appears from these studies that all the deans have not yet been definitely provided with a suitable place for meeting girls, with adequate time for private conferences, or with the much needed clerical assistance. As the office becomes more firmly established in the high schools, it is hoped that much of the class instruction in which the deans are now engaged will be eliminated and their time spent in caring for the individual needs of the girls and forming adequate plans for various kinds of wholesome social activities in the school. However, since about fifty-six percent of the deans at the present time have a private office, the general tendency seems to be in the direction of providing the same opportunity for individual conferences in the other high schools in which, as yet, the deans have been forced to use class rooms or share the principal's office.

As to the necessary equipment for a dean of girls in the high schools the following is suggestive of what would be a very good arrangement. To efficiently carry on her extensive field of work the dean should have a well equipped private office or consultation room, adequately yet tastefully and cheerfully furnished for her convenience, where communication may be carried on with the girls without interruption and without arousing curiosity among classmates. In^{it} a private desk, an individual telephone, a collection of helpful books, and a filing cabinet is decidedly beneficial. Adjacent to this

private office an outer waiting room is desirable so as to assure absolute privacy for individual conferences. A rest or emergency room is also very essential. It should be provided with couches, easy chairs, copies of good current magazines or papers, and a suitable first aid equipment. Where the school is sufficiently large enough the dean should have a stenographer to relieve her of many of the petty details connected with her work. Absences and tardy cases of girls must be checked, letters written to parents, and the office supervised, when it is necessary for the dean to visit homes during the school hours; such work may be beneficially turned over to a stenographer thereby giving the dean more time for her particular duties.

The dean of girls should always arrive at the building a few minutes before time for the school work to begin in the morning. This affords an opportunity for the girls to converse with her as any matters of importance before they take up their day's work. It also gives them a chance to secure excuses in cases of absences. Since the dean's work consists in promoting the general welfare of each girl, she must be at leisure to discuss their problems whenever it is convenient for them to come to her. This necessitates liberal office hours both in the morning and afternoon, and especially between class periods. Very often the advice given during the few minutes when the girls are passing from one class to another is more beneficial than that given at any other time. No matter how slight the matter may be, if it is promptly and seriously answered it means more to the girls and brings about a closer sympathy between them and the dean. During the noon intermission the dean should also remain with the girls and provide recreational activities for them

out-of doors or in the gymnasium. If at any time during the day the dean finds it beneficial to leave the building her stenographer, of course, is left in charge of the office or, if she does not have a stenographer she should notify the office clerk at the time of leaving and returning. The dean should always be at the high school building when the work closes for the day, not only to answer questions or give suggestions but to see that all girls leave the building at the proper time.

From the preceeding studies the office of dean of girls in the high schools seems to be unstandardized as to title, rank, training, subjects taught, number of minutes spent in teaching, salaries, place for meeting girls, clerical assistance, and time for meeting girls. Every new movement, however, to be successful, must begin at the bottom of the ladder and work towards the top. It is with this end in view that the present deans are striving by group meetings and conferences to secure new ideas and common aims in order to raise the office to its highest efficiency. The work of the deans of girls will next be observed.

III.

WORK OF THE DEAN OF GIRLS IN THE HIGH SCHOOL.

The duties and responsibilities of the dean of girls in the high schools are as diversified and variable as the qualifications that determined her selection for the office. However, the actual work accomplished in this field is shown from the following reports given by deans in 130 high schools:

	<u>Number</u>
Give advice as to moral conduct ----	114
Advice in cases of correction and discipline of girls -----	111
Help girls cooperate in their work -	94
Final authority in manners -----	87
Final authority in matters of dress -	85
Help girls choose a vocation -----	77
Chaperone social gatherings -----	76
Final authority in personal hygiene -	74
Present fields of work open to girls-	71
Advise boys -----	57
Final authority in discipline -----	52
Present elements of thrift to high school girls -----	47
Supervise all social activities in the high school -----	46
Final authority in school attendance -	43

Aid boys in vocational matters -----	38
Aid girls in religious matters -----	24
Aid girls in matters of church affiliation ---	10
Give information concerning church doctrines -	7

The rank given by the deans, in the some 130 high schools, to the duties which confronts them appear thus:

	<u>Rank</u>
Oversight of social life in and out of school ---	1.
Ethical talks to girls -----	1
Conferences with parents -----	2
Improvement of health and personal hygiene -----	3
Study of home conditions -----	4
Vocational information and advice -----	5 and 6
Aid in financial difficulties -----	6
Public lectures -----	7

Since the major portion of the dean of girls field of work, however, lies in providing for the individual needs and interests of the girls, many of the special problems daily called to her attention affords interesting illustrations of her manifold tasks and the close cooperation and sympathy existing between her and the girls. One dean writes that girls come to her with such problems as these:

- "1. Trouble with throat, eyes, etc.
2. Can't afford to buy necessary supplies.
3. Must leave school because of financial conditions.
4. Father and mother are separated. Father has a good job
- does not aid in the home - what shall we do?
5. Mother ill - must stay home to care for her.
6. Landlord refuses to repair the plumbing.
7. 'Don't like school' - want to go to work.

8. Falling below grade in French, Spanish, etc. What shall I do?

9. Absent because of illness - behind in work - what shall I do?

10. How shall I get money to go to college?"

Another writes that the problems brought to her by the girls are:

"1. Which college is best for me? Am I prepared for graduation? for college admission? What subjects should I take next year , etc.

2. What shall I do after high school?

3. Can you recommend a good boarding school?

4. Any question concerned with successful planning for a girls' junior and senior literary-honor society of which I am a faculty adviser.

5. Questions of dress and conduct.

6. Situations arising when any girl may have been annoyed by boys.

7. Misunderstandings between girls and teachers.

8. Matters of discipline - disobedience, cutting classes, etc.

9. Irregularities in attendance.

10. Need of work outside of school time.

11. Arrangements of parties for all the girls of the school each year.

12. Any and every conceivable question involved in the flourishing General Organization of the school through which the students have had much to do with the running of

their activities of extracurricula nature."

Some of the stirectly personal problems which daily confront another dean appear as grouped below:

1. "Wronged by boy. What shall I do?
2. Friends do not speak. What shall I do?
3. Club pin kept by a boy.
4. Father refuses to allow daughter to take Physical Education because it is immodest to appear anywhere in bloomers.
5. Property is stolen.
6. Wrongly suspected of theft.
7. Claim that grades of teachers were unfair.
8. Quarrel with home folks.
9. Desire to change program because of apparent friction with teacher - inability to get along with teacher.
10. Best friend is probably a thief. What shall I do?
11. Wishes to leave home. Would it be right?
12. Whole family live in tent. Mother hopelessly ill.
One sister to help. Younger girl's duty to self and family.
13. How to get along with a step-parent?
14. Girl has become unpopular - Why?
15. What shall senior sister do for a freshmen sister who lacks discretion?
16. All movies and class parties are wicked.
17. How can I make friends and keep them?
18. Could I not arrange to graduate in three years?

19. Do you like bobbed hair?

20. Do you think I wear my skirts too short?

21. Do you think there is any harm in wearing my stockings rolled? It is so comfortable.

22. I slapped a boy who kissed me at a dance New Year's Night. Was it all right?

23. Girls ask about serious purposes for life.

The following are also typical of many of the specific problems brought before the attention of the deans:

"Girls come to me with questions of etiquette, moral conduct, dress, rouge, and powder; cases of smoking of another girl, too great familiarity with boys, secret marriages, hysteria, and matters of cleanliness of class-mates."

"They inquire as to undesirable literature and ask in regard to reading matter suitable for girls'."

"A girl had developed a painful skin disease. Her parents were not in the city; she was living with an aunt who is a Christian Scientist. Her father had been unemployed for months, she worked after school to support herself. At her request I made an examination and saw that she needed medical attention at once. I reported to the Principal and he secured the services of the district school physician. She goes regularly for treatment and is getting well. Her employment, money for medicine, and clothes have been secured by teachers in this school."

"Ruth, whose father and mother had separated, wanted advise as to who she should live with - father or mother. Her father is a drinking man and she is unhappy living with her mother. Should she

try to stay in school and finish her course?"

"A girl, whose guardian is an aunt, was not permitted to have any school friends come to her home. The girl took me into her confidence and together we planned a way to keep the friends in spite of the rigid home ruling."

"Parents of a girl are of different religious faiths. Mother accuses the father of influencing the child and enticing her to join his church. Parents quarrel. The child is bereft of guidance. I try to create a wholesome idea of home life."

"A girl living in the mountains, about fifty miles away, wrote about two weeks before school opened, seeking a suitable place to work for her board and room. My problem was to find a place that would be satisfactory to her parents and at the same time a place where she would fit in."

"Mother (frivolous, wanting girl to be popular) approves of her going to parties with a boy whom girl does not like. What shall she do? Finally, I gain her confidence as to why she does not like him. Then I go to the mother and we have a long talk. Child goes to no more parties with the boy."

"Margaret, a thief, with absolutely no one to depend upon, was placed with a wonderfully fine woman to work for her room and board. She is going to school and has apparently forgotten how to steal."

"Josephine, self conscious, underestimated her own worth. She thought no one cared to make friends with her - made herself and her mother very unhappy; and was not developing any social qualities. She was given work on the Social Service Committee and after a year's experience is a different girl."

"Gladys, whose health was none too robust, was most anxious to remain in school though she practically supported a lazy father. She was finally placed in a home where she worked and stayed in school until she graduated with very creditable records. She has a good position now."

"A girl is wondering about the efficiency of prayer."

"The problem of helping the mother whose daughter is staying out nights; adjusting work to physical limitations of girls; advising parents as to matters of diet, amount of work, or habits of study of their girls; frequent talks with girls and occasionally with boys as to the way they carry themselves toward each other."

"In general", one dean states, "I handle scholarships for boys and girls of the school, procure clothing, etc., when possible for needy families, visit homes and act as a kind of bridge between:

- a) Parents and teachers.
- b) Parents and girls.
- c) Teachers and girls.
- d) School and home."

Ad Infinitum.

The rank also given by the deans to the problems most frequently brought to them by the girls in their respective schools was found to be:

	<u>Rank.</u>
Health and hygiene -----	1
Ethical -----	1
Academic -----	1
Social -----	2
Vocational -----	3
Financial -----	4

This investigation shows clearly that the work done by the deans of girls varies with the school and the existing conditions in the homes and the community; yet from the above rankings the predominant duties of the deans and the problems presented to them by the girls center around their moral welfare. It is true that during the high school period the girls (and boys) become deeply engrossed in the moral aspect of things. During these years the girls have their moral awakening; self consciousness develops as young womanhood rapidly begins to assert itself. Everything bears a relation to self, it becomes a part of self. They react differently to stimuli, being very susceptible to kindness, politeness, encouragement, and personal interest. They also crave sympathy and long for merited praises. Thus during this period the girls need some one upon whom they may look as an ideal for the own pattern of their lives, and to whom they may take their personal difficulties and receive sympathetic and sincere guidance. The good will and interest shown by the deans for the major and minor problems of each girl will influence her more during these years than at any other time in her life and lead to greater future good. The deans also have the best possible opportunities to discuss privately with the girls such matters as honesty, reliability, social conduct, and proper attitude toward boys which many homes so carelessly neglect.

The deans likewise tend to be directly concerned with the social life of the high schools. Oversight of social life ranking first among their duties and second in importance among the problems brought to them by the girls. In the 130 high schools, 107 deans have assistance in supervising and chaperoning the social activities; while 23 do not receive any aid in these matters. The persons who

assist the deans in their social work are:

Frequency.

Teachers -----	107
Vice principal and teachers --	5
Principal -----	5
Parents -----	5
Social Center Directors -----	1

Thus it appears that in all the schools in which deans receive aid in their social duties, the work has been delegated to teachers. Their assistance is secured in such ways as mentioned below:

Frequency

Class advisers or sponsors(chosen by the classes) -----	27
Teachers appointed by the principal ---	21
Faculty advisers of clubs or organizations -	17
Teachers invited by the principal, dean of girls, or students -----	17
Teachers appointed by the dean of girls-	12
Teachers give voluntary assistance as needed -----	11
Social activities Committee -----	7
Teachers asked by students -----	6
Teachers asked by school organizations --	4
Section teachers -----	3
Teachers appointed by principal and dean of girls -----	3
Director of Girl's Athletics -----	2
Request of Senate or Administration ----	2

Teachers appointed by the Superintenden - 1

Girls' League ----- 1

It is very essential that the deans of girls hold the social activities in their respective schools as a matter of pre-eminent importance. They should have charge of the Organizations, The extra curricula activities, and in consultation with the girls select the advisers or sponsors. From observing the preceeding classification and the number of deans actually supervising (46 deans in 130 high schools) and chaperoning (76 deans in 130 high schools) the social gatherings in the schools it is apparent that they have delegated this phase of their work to the teachers; yet the deans should attend the social meetings as they alone have that close personal touch with the girls which aids in developing the proper social standards for the young people. It is the deans' exclusive duty to recognize the social cravings which early develop and to stimulate those in need of it. They must plan the social register for the school year, provide wholesome organizations to stimulate every variety of interest, and recognize, when it appears, the desire for the society of the opposite sex by creating opportunities for group gatherings with sufficient assortment of entertainments that all may participate in some form or other. The girls should be permitted to plan the details of the clubs; thus they may satisfy their love of organization, self-expression, and in addition develop a sense of social responsibility, cooperation, good democratic spirit, ideals of good citizenship, and form friendships which they will enjoy throughout life. In these 130 high schools, sororities are already banished in 118 of the schools; while in twelve they still exist. However, the deans exercise control over them as follows:

Number of high schools.

No control -----	5
Barred from participation in school activities -----	4
Pledge card system used -----	2
Advise and inspire cooperation ----	1

They have also upheld the establishment of junior branches of the Young Womens Christian Association in 32 of these schools.

The deans also tend to rank health and hygiene first in importance among the problems brought to them by the girls, yet third in their required duties. The deans, as shown by the special problems which daily confront them, propose standards and ideals of health, sanitation, dress, and cosmetics; and discuss such matters of diet, physical limitations, hours of study, or ventilation with parents in the homes. They also have charge of all cases of sickness or accident in the school, and by cooperation with the physical education department arrange for medical examinations at definite stated intervals as it is thought necessary. In the private and group conferences the deans have an opportunity to discuss in a scientific manner matters of sex hygiene and delicate questions of health and conduct that could not be handled by any other member of the faculty. A trained dean very often has more influence with the girls than mothers who are ignorant and backward about speaking to their daughters of these matters and besides do not have the command of technical terms. As shown by the resolutions adopted by the Girl's Council and all the Girls' home rooms of the Lakewood High School, Lakewood, Ohio, the dean's influence is very evident, it reads:

"Resolved: That we, the girls of Lakewood High, bar from school dress the following: Georgette, net, silk, velvet, silk hose, French heels, transparent sweaters, worn without waists, rouge, lip sticks, eyebrow pencil and any other inappropriate wearing apparel.

"Resolved: That we, the girls of Lakewood High, will cooperate with the school to keep order in the halls by refraining from loud voices, clasping arms, running and any other disorderly conduct."

Academic relations of girls also rank first in order of importance of problems which the girls bring to the deans. The preceding quotations show that they adjust courses of study to meet the needs and abilities of the girls; advise concerning failures, absences, unfair grades, or frictions with teachers - thereby correcting misunderstandings and mistakes with a view to enable girls to continue their work happily and successfully. They also tend to offer advice, but do not have final authority, in cases of correction and discipline of girls.

Vocational guidance of girls is a very important matter to be considered by the deans. From a study of 130 questionnaires, 85 high schools report as having made provision for vocational guidance, while 45 have neglected it altogether. In the former schools it is provided for by:

	<u>Number</u>
One teacher -----	31
Distributed among teachers ---	54

The deans relations to this work in all of the schools is shown by the grouping given below:

	<u>Number</u>
No relation to vocational guidance of girls -	68
Consulting advisers -----	28
Cooperate with vocational directors -----	11
Individual guidance - friendly suggestions --	7
Incidental -----	6
Charge of vocational guidance of girls -----	5
Provide speakers along vocational lines -----	2
Locate girls in homes -----	1
Reach girls interested in nursing -----	1
Give talks along vocational lines to girls ---	1

Thus it is apparent that the majority of the deans tend to offer suggestions to girls in choosing vocations when called upon, but do not have complete charge of the vocational guidance of girls. Every dean should try as far as possible to see that the girls are pursuing those lines of work for which they are best fitted to continue in later life by arranging the courses of study to meet their individual needs and interests. Occasional visits with parents in the homes may greatly aid the dean in this work as it gives her an insight into the parents future ambitions for their daughters.

These numerous matters dealing with the moral, social, health and hygienic, academic, and vocational sides of the girl's lives are by no means the only problems and duties to which the deans' work is confined. There are personal conferences with parents or guardians; the study of home conditions and adjustments to meet the needs of girls; oversight of rooming houses; tasks of finding employment and rooms for girls who must wholly or in part work their

way through school; provide financial aid when necessary; handle all cases of misdemeanor in which girls are involved; offer advice as to matters of religion; and promote the cooperation of the homes by being willing to respond to invitations to speak at Mother's Clubs, Parent-Teacher's Associations, and Women's Organizations in the community. Miss Janet M. Purdue, Dean of Girls in New Haven High School, New Haven, Connecticut, says that she finds the influence from speaking before such organizations is far-reaching. One public lecture bore fruit in three of her cases. Twenty-nine percent of the deans also report that they advise the boys. In addition, as has been shown in the preceeding chpater, the deans tend to teach some academic subject 647 minutes a week; while 81 deans (from a study of 130 high schools) perform such administrative duties of the principal's office as:

	<u>Frequency.</u>
Check absences -----	61
Register pupils -----	55
Answer phone calls -----	21
Keep class records -----	19
Record monthly grades -----	15
Check tardiness of girls -----	3
Check records of grades -----	1
Follow up work of girls -----	1
Check monthly attendance records --	1
Note failures of girls -----	1
Record yearly grades -----	1

The importance of many of these administrative duties connected with the principal's office seem negligible in comparison

with the other tasks required of the deans. Of course they should note the failures, tardiness, absences, and grades of the girls but such matters should be checked by their stenographer or the office clerk and then turned over to them. However, as already indicated, they should make out the social register of the school, see that all girls share an equal participation in the athletics and social functions of the school, and help in planning the curriculum for the girls. Suffice ^{it} is to say that the work of the dean of girls in the high school consists in sympathetically dealing with all known relations which concerns adolescent girls by directing their interests, ideals, and ambitions into noble and worthwhile channels; and in addition to bridge the gap between the girls' needs and the homes and the community. The benefits which result from such efforts are now worthy of consideration.

IV.

BENEFITS DERIVED FROM HAVING A DEAN OF GIRLS.

Since the office of dean of girls embodies such an extensive and varied field of work, it would naturally be expected that many benefits would be derived from her efforts. Although the office is only in its experimental stage, wherever it has been tried much can be said in its favor. The benefits which, in the opinion of 133 high school principals, have accrued in their respective schools by having such an official are:

	<u>Frequency as given by the principals.</u>
Health of girls improved -----	69
Girls remain in school longer -----	64
Academic standard of school higher -----	62
Girls secure better positions after leaving school -----	29
Higher social standards - character, conduct, and manners -----	24
Ethical and moral tone of the school improved -	20
Relation between school and home is closer ----	6
The spirit of good will and cooperation with all school endeavor has been improved -----	6
Girls dress in better taste - more sensible ---	6
Pupils have increased confidence in the school - girls' problems receive individual atten- tion and wise direction -----	4

Fewer failures in subjects of study -----	3
Better social activities - dancing kept above slightest adverse criticism -----	2
Their general welfare is enhances -----	2
No time lost because of wrong choice of courses -	2
Welfare of self supporting girls is conserved-	1
Parents are happier -----	1
Desire for more education -----	1
Girls have a "friend at court" to uphold their interests at any and all times -----	1
Better deportment in extra-curricula activities -	1
School is more democratic -----	1
Girls are better prepared for later life -----	1
Better school attendance -----	1

The benefits which have accrued, as observed by 130 deans of girls since they have been appointed to fill this office in the high schools, are as follows:

Frequency as given by
the deans of girls.

Girls spend their leisure time more profitably -	62
Girls remain in school longer -----	59
Girls secure better position after leaving school-	31
Girls manners, behavior, and conduct have been improved -----	11
Girls dress more sensibly -----	10
Social relations are improved -----	8
Morals of girls guarded and directed -----	8
A better spirit of cooperation prevails -----	7

Scholarships is improved -----	7
A fairer loyalty and school spirit has develop- ed -----	6
Girls have a greater sense of responsibility --	4
The spirit of democracy has broadened -----	3
Better discipline -----	3
Better health of girls -----	3
More wholesome views of life -----	3
Girls enjoy school more -----	3
School entertainments have been improved - moral tone, dancing, cooperation, etc. -----	3
Courses of study fitted to girls' needs -----	2
Desire for a higher education -----	2
Refined womanhood developed -----	2
Girls are given an opportunity to earn money while in school -----	2
More sex hygiene in high school -----	1
Raised moral standard of entire community -----	1
Better understanding between girls and teachers-	1
A realization that the good name of the school depends largely upon their dress, con- duct, etc. -----	1
Improved relation between the homes and the school -----	1
Girls in our large high school feel that they have a definite place in the school life and work -----	1

Gives girls a sense of security in their difficulties - they have some one to confide in -----	1
Better school attendance -----	1
Better supervision of out-of-town girls -----	1
Girls have more poise -----	1
Girls have a better chance for self expression ---	1
Ability to organize others for work or play -----	1
The desire to become the right sort of young women-	1
The establishment of a rest room where girls may have the advantage of quietness and where simple remedies may be administered -----	1
Permission granted girls to go home - thus saving the embarrassment of a public request in the office -----	1
Help a girl to find herself -----	1

The benefits which have accrued in the majority of the high schools, both in the estimation of the principals and the deans of girls, seem to conform to the rankings given by the deans as to the importance of the duties and problems which confront them in their daily work. Ethical, health and hygienic, academic, and social problems predominate and the benefits result in these same branches of work. The girls' morals are guarded and directed; their health is improved; they have a more sensible idea of the style of dress suitable for school wear; they have higher social standards, their conduct and manners in the extra-class activities and the school entertainments are improved; the courses of study are adjusted to meet individual needs and interests; the girls are given a better opportunity to become self supporting while in school; and they spend

their leisure time in more profitable recreational and education pursuits. These benefits in turn have tended to hold girls in school for a longer period of time, and to promote a better daily attendance to raise their academic standing; to enable them to secure better positions after leaving school; to develop wholesome views of life; and to make school work more enjoyable - in brief to help a girl to find herself and become adjusted to her surroundings. Thus the girls have an increased confidence in the high school for they have some one to confide in who will give sympathetic and wise attention to their individual problems as well as enhance their general welfare.

The deans besides accomplishing such valuable benefits for the girls also promote the betterment of the schools in general. Through their efforts the moral, academic, and social standards of the schools are raised; there is a better understanding between the girls and the teachers; a better spirit of co-operation prevails; a fairer loyalty and school feeling has developed; and a broader spirit of democracy has been established. The pupils feel that they have a definite place in the school life and work. They have the interests of the school at heart and through their efforts they try to make it a bigger and better institution. The office is also shown to be a success by the following quotation: "The importance of her (the dean's) work can be seen in the increased regularity of the attendance of the girls and in the general moral uplift of the school as a whole. Loud talk in the halls, rudeness of manner and undue familiarity has been greatly reduced and is approaching the vanishing point. ---- It is one of the most popular movements ever started in our schools and it has the hearty support of pupils,

teachers, principals, superintendents, board of education, and community." 7

Since the deans of girls have achieved such noteworthy results from their work both for the girls and for their respective schools in general, what have they done for the communities? One dean states that she has raised the moral standards of the community; another states that she has brought about a closer sympathy between the school and the home. Surely they have succeeded in giving the communities far greater benefits. It is the dean of girls who stands close to each girl and aids her in every way possible so that she may become a more helpful member in her family, and efficient community leader, an intelligent wife and mother, and a useful citizen - these bring prosperity to any community. The deans stand for the larger things of life, and it is with a look into the future that they guide the adolescent girls so that they may contribute their very best possible returns for what society has done for them. As a guide in aiding the deans of girls to utilize the opportunities which lie open to them in this field of secondary school work a program for their use will now be presented.

7. Gayler, G. W.- "Dean of Girls in High Schools." Ed. Admin. and Super. 3:496-498, 1917.

V.

A SUGGESTIVE PROGRAM FOR THE DEAN OF GIRLS IN THE HIGH SCHOOL.

In the preceeding chapters some of the distinctly varied problems and individual cases, which are daily being called to the attention of the deans of girls in the various high schools of the country, have been pointed out. It is not the intention here, however, to lay down a definite program to be followed by the dean in her particular school for such an outline could not prove efficient in any sense. It must be remembered that the dean of girls is working with living human beings capable of having new interests, needs, or problems every minute of the day, and not with so many mechanical instruments that act in a certain way at a given signal or push of a button. Girls react differently in different situations and to different stimuli; thus each day brings forth a vastly varied group of questions to confront the dean. Neither should it be expected that any two schools may require the same work from their dean. Each high school is situated in a locality where the home life, the vocational and social needs, as well as the individual interests of the girls vary greatly. It is the aim, therefore, to present a program which may be of practical value for every dean by suggesting some of the important things which can be done and the possibilities of this new office. Each dean must, however, study the needs of the girls and the school in general, then with definite ends in view select those means and methods which will most efficiently attain her desired goals. It is thus for an aid in organizing the office that the

following rather inclusive outline is presented as a suggestive program for the work of the dean of girls in the high schools:

I. The dean's work in relation to the high school girls may be grouped thus:

A. Meetings with girls - private conferences and group discussions, and

B. Promotion of the girls' general welfare by observing such matters as:

1. Academic relations of girls.

a. Enrollment of girls at the beginning of each semester.

(1) To secure a first hand view of girls.

(2) To facilitate means by which help and training for the girls may begin.

b. Aid girls in arranging courses of study to meet individual needs.

c. Note absences of girls.

d. Note tardiness of girls.

e. Observe monthly grades of girls.

f. Observe failures, poor work, or indifference on the part of girls toward their school work.

g. Encourage high standards of scholarship.

(1) Set girls to investigate standard of scholarship in other high schools.

(2) Encourage scholarship by recognition of it.

2. Health and hygienic relations of girls.

- a. Discussions of problems relating to personal and social hygiene as :
 - (1) Cleanliness, Sanitation; care of hair, teeth and nails.
- b. Care of sick girls or cases of accident in the high school.
- c. Give advice in cases of ill health due to lack of nourishment, sleep, or healthy recreation; also in cases caused by indulgence in outside social activities.
 - (1) Encourage cooking classes to demonstrate preparation and value of wholesome foods.
 - (2) Secure educational fil^ms, if possible, to show the value of correct health habits.
- d. Supervision of the emergency or rest room.
 - (1) This room should always be equipped with an adequate first aid outfit.
- e. Care of girls who arrive at school cold and wet.
- f. Encourage all forms of athletics.
 - (1) Accompany girls on hikes in the country.
- g. Establish ideals of taste and common sense in dress.
 - (1) Create a committee of girls on simplified dress.

- (2) Promote fashion shows by cooperating with the Domestic Science Department.
- (3) Urge fashion shows in which dresses from local merchants are displayed on older girls of good standing in the school and an explanation of them given by the art teachers.
- (4) Urge girls to collect posters showing correct school dresses, shoes, injuries of cosmetics, and other similar problems.
- (5) Discuss correct posture and habits of walking.

(a) Physical Training teacher may give valuable assistance.

h. Discussion of health conditions in the home.

- (1) The Physical Training and Home Management teachers may offer helpful suggestions.

i. Discussion of sex problems.

j. Check up physical conditions of girls who work their way through school.

k. Supervision of janitor in charge of girls' toilet.

3. Ethical and moral guidance of girls.

a. Instruction in morals, manners, and personal conduct.

b. Discussion of wholesome relationships between boys and girls.

c. Give advice in individual cases of "Puppy Love."

4. Supervision of the social life of the school.

a. The dean should be a restorer of social graces and good breeding.

(1) These factors contribute more to a girl's success in life than all the formal studies.

(2) Many homes are so negligent in these essential matters that the school must offer such instruction as will save society at large from the menace of rudeness and crudity.

b. Supervision of all the social activities of the school, such as:

(1) Class parties.

(2) Club gatherings.

(3) Girls' Organizations.

c. Encourage various kinds of wholesome social activities in the school - make the school life sufficiently active so as to minimize the demand for it outside by organizing:

(1) A Camp Fire Girls Club.

(2) A high school branch of the Y. W. C. A.

(3) Monthly meetings with programs worked out by the girls.

(4) Receptions for the new girls each term.

(5) Dansants in the afternoon for boys

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and girls.

- (6) Semi-annual frolic in the form of a picnic, beach party, or a hike.
- (7) Encourage good films to be shown in the high school building in the afternoon.
- (8) Provide annual meeting when girl's clubs may honor the mothers of all the students with a program and light refreshments.

d. Supervision of the programs for social gatherings - the entertainment of all should be carefully provided for.

- (1) Glee clubs and Literary Societies should be encouraged to cooperate whenever desirable.

e. Chaperone the social affairs of the high school whenever possible.

f. Aim in the social activities of the high school to:

- (1) Develop leaders.
- (2) Develop co-operation.
- (3) Foster a good democratic school spirit.
- (4) Develop ideals of good citizenship.

g. Discussions of the proper use of leisure time.

h. Act as a sponsor for freshmen girls.

i. Be a friend to the unsocial girls.

(1) Create a girls' Friendship Committee.

j. The dean should select teachers to aid her in:

(1) Supervising and chaperoning social activities.

(2) Acting as advisers for organizations.

5. Vocational information and guidance.

a. Stimulate the girls' interests in their school work.

(1) Adjust courses of study to meet individual needs.

b. Keep a catalogue of girls enrolled in school, showing their preferred work with present training and aptitude for it.

c. Keep a card catalogue of vocations open to high school girls. For each occupation give:

(1) Necessary outfit or equipment required.

(2) Type of skill or ability necessary.

(3) Preparation required for beginners.

(4) Healthfulness or danger in the work.

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(5) Salaries.

(6) Chances for advancement.

(7) Social advantages in the particular work.

d. Assist graduates to find work for which they are best fitted.

(1) Give talks to girls in the fourth year about:

(a) Higher institutions of learning.

(b) Occupations open to them.

e. Aid girls in finding employment who work their way through school.

f. Give advice as to higher educational institutions and explain such requirements.

(1) Entrance requirements.

(2) Standards of work required.

(3) Housing conditions.

(4) Vocational opportunities while enrolled as a student.

g. Discussions of civic responsibilities.

h. Discussions as to thrift in handling money.

i. Promotion of an annual vocational conference.

(1) Secure competent speaker to

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discuss various vocations
open to girls.

(2) Arrange conferences with the
speakers for the girls.

j. Investigate all applications for
school exemption and employment
certificates with a view of reduc-
ing the number who leave school un-
necessarily.

k. Follow up careers of girls who have
left school and encourage them to
continue their education by:

(1) Returning to school.

(2) Availing themselves of
night school opportunities

l. Follow up the career of graduates.

(1) Visit employers.

(2) Create alumnae associa-
tions.

m. Create a widespread and intelligent
interest in the department of voca-
tional guidance..

6. Financial Aid.

a. Organize a scholarship and loan
fund to be used in:

(1) Aiding girls through high
school.

- (3) Aiding graduates to receive a higher education.

- b. Give financial aid in securing books, clothes, or medical attention through cooperation with teachers and mother's clubs.

7. Opportunities for service.

- a. Organize a Social Service or Welfare Committee of high school girls.

- b. Encourage girls in such acts of service as:

- (1) Distributing Christmas baskets and toys for the poor in the city.

- (2) Distributing Thanksgiving baskets.

- (3) Singing Christmas Carols.

- (4) Presenting an annual program for the Orphan's Home.

- (5) Making clothes for the Children's Home.

- (6) Sending May Day gifts to home for delinquent girls.

- (7) Sending flowers, books, magazines, fruit, or candy to sick and crippled girls.

8. The dean's supervision over the girls during the entire school day.

a. Noon intermission.

(1) The dean should be on duty and encourage recreational activities for the girls such as:

(a) Outdoor games.

(b) Games in the gymnasium.

b. After school closes.

(1) The dean should remain at the high school until all girls have left the building.

c. Loitering.

(1) Corridors, halls, cloak and toilet rooms should not be used as loafing places during the school hours.

(a) The dean should exercise strict vigilance in this matter at all times.

II. The dean's work in securing cooperation in and out of the high school.

A. Encourage the cooperation of all of the teachers.

1. Promote a cooperative spirit between teachers and girls in the high school.

a. The teachers should observe the needs of girls and report them to the dean.

2. Cooperate with other deans and eight grade teachers.

B. Visit homes for conferences with parents.

1. To induce girls who have dropped out of school to return to school.
2. To confer with mothers whose daughters are doing unsatisfactory work or whose conduct is objectionable.
3. To clear up misunderstandings between the homes and the school.
4. To create interest and cooperation between the homes and the school.
5. To learn conditions and situations in the homes.
 - a. See if cases warrant financial assistance from the Worthy Student Fund.
6. To create interest in the Parent-Teachers Association of the high school.
7. To explain requirements of the school and what the right conditions for home study should be.
8. To visit girls in cases of illness.
9. Homes of freshmen should be visited.

C. Cooperation with local women's organizations.

1. The dean should accept invitations to talk before Mother's Clubs, Parent-Teacher's Associations, and other Women's Organizations in the community,
 - a. To bring mothers and the public in general in closer touch with her work and the needs of the school.

III. Records which are beneficial to every dean in her work.

A. Establishment of a filing system with records of girls concerning such matters as:

1. Personal history of the student.
2. Educational history of the student.
3. Family history, home conditions, parental ambitions for the girl.
4. Health items.
5. Distribution of outside time in study, work, and recreation.
6. Recreational interests and accomplishments.
7. Miscellaneous information - honors, grades.
8. Teachers' estimate of pupil's characteristics.

B. Record of own work accomplished during the year with reference to:

1. Home visited.
2. Conferences with mothers at school.
3. Conferences and discussions with groups of girls.
4. Number of social affairs supervised.
5. Number of girls aided financially or medically.
6. Number of girls retained in school through dean's aid.
7. Influence of public lectures given during the year.
8. Plans which may be beneficial for the ensuing year.

Thus by way of summary the dean of girls has an opportunity

in group discussions and individual conferences to guide and direct the high school girls in such matters as relate to their academic, health and hygienic, moral, social, vocational, or financial welfare; and in addition to encourage them to show little acts of service or kindness towards their friends and neighbors. The dean should also have supervision over the girls during the entire school day, secure co-operation in her work with the other high school and eighth grade teachers, visit the homes for conferences with parents, co-operate with local womens' organizations, and, lastly, establish a filing system with records concerning any important items relating to the girls and also an account of her own work accomplished during the year. One of the methods which the deans have adopted in order that they may become better acquainted with the many phases of their work is shown by the following chapter which deals with the conferences held by them during the last two years.

VI.

CONFERENCES HELD BY THE DEANS OF GIRLS IN 1921-1922.

The way in which the important work of the deans of girls in the high schools is rapidly coming to be recognized - and at the same time standardized as to its duties and the realization of its great possibilities - is shown by the Second Annual State Conference of Deans (the first conference convened last April at Northwestern University) which was held in the Woman's Building at the University of Illinois, Saturday, November 19, 1921. Eighty deans of women of Illinois high schools, colleges, and universities assembled together and discussed practically all of the problems confronting them at the present time. Mrs. B. F. Langworthy of Chicago, the principal speaker on the program, in part said: "The young people of today have been allowed to read all sorts of things, to see all sorts of things, and have been encouraged to think on all sorts of subjects. They have come to believe that if one thinks a thing through, then that thing must necessarily be right. They are therefore especially in need of guidance. It is the duty of older women, especially mothers and deans of schools to make them realize that it isn't necessary to go through the mud in order to know that mud is in the world. Three matters face us as being the problems in which the young people need the supervision of older people. These are dress, dancing, and chaperones. I think that young people generally want

to do the correct thing but they don't always know just what the correct thing is."

Dean Ruby E. C. Mason of the University of Illinois and President David M. Kinley gave speeches of welcome to the deans after which the following program of short speeches was given:

"Care of the Health of Students", Dean Olive L. Austin,
Illinois Woman's College, Jacksonville.

"The Honor System in Examinations", Dean Lydia Wampler,
Eureka College, Eureka.

"Instruction in Manners", Dean Grace Inman, Bloomington
High School, Bloomington.

"The Responsibility of the High School in these Matters",
Miss Mimmie Morris, Vice principal, Champaign High
School.

"Improving the Language of Students", Dean Lillian Barton,
Illinois State Normal, Normal.

The Conference also adopted the following resolution:

"We, the members of the Illinois Conference of deans of women, resolve that it shall be our endeavor in the coming year to abolish from dancing parties jazz music of the objectionable type, to conduct dances according to the rule and regulations endorsed by the American National Association of Masters of dancing and to provide at parties such adult companionship as shall be helpful and agreeable to the young people."

The High School section of the National Association of Deans, a department of the National Education Association, held its sessions in Chicago, Friday P. M., February 24, and Saturday P. M.,

February 25, 1922, at the Hotel Blackstone, when the following program was presented:

Friday afternoon, 2:30.

"The Work of Deans in High Schools."

by Dr. Romiett Stevens, Teachers' College, Columbia,
New York.

"Character Development in High School."

by Miss Josephine Mack, Dean of McKinley High School,
Chicago.

Saturday afternoon, 2:30

"Our Unsocial Social Curricula."

by Miss Thyrsa W. Amos, Dean of Women, University of
Pittsburg, Pennsylvania.

Each of the above two sessions were followed by a period for full and free discussion of the papers, as well as of all the problems which confront the deans of girls in the high schools. The deans were also requested to come prepared to contribute something they had learned from experience in solving their difficulties in this new and important branch of the teaching profession.

It is plainly seen from these programs that the deans of girls in the various high schools are meeting together separately and also in joint conferences with deans of women to discuss problems and methods which will make their office a more definite and efficient one; and they are certainly making an admirable beginning in the uplift of this new socializing movement in the high schools.

VII.

SUMMARY AND CONCLUSION.

The data presented in this study has been obtained from 278 high schools. One-half of these schools reported having one person (a dean of girls) who advised the girls; one-third distributed this work among the women teachers; while one-sixth of the schools have made no provision whatever for caring for the problems of the high school girls. Since the office of dean of girls has only been instituted in the secondary schools of the country during the last decade the published material on this subject is very limited, dealing in the main with individual duties and privileges as given by the persons acting in this capacity in the larger high schools and with the possibilities of the office as viewed by college educators. The growing conviction of the importance of this office is shown by the resolution passed by the Fifth Annual Meeting of the National Association of Secondary School Principals which was held at Atlantic City, New Jersey, February 28 and March 1, 1921 which desired that a dean or adviser of girls be officially recognized in every high school of the country. The deans of girls in the high schools are also improving their position by holding separate and joint conferences with the deans of women in colleges and universities as a means of standardizing and unifying their work, and at the same time promoting the greatest practical values which can be derived from their administrative capacity in the secondary schools.

The conclusions drawn from this study are as follows:

1. The office of dean of girls is somewhat generally established in the larger high schools with a median enrollment of 623 girls.
2. Other high schools have partially met the needs of the girls by distributing the work among the women teachers.
3. The official title of the persons advising the girls varies greatly, the tendency, however, is for them to be designated by the title "Dean of Girls".
4. The deans of girls are largely college graduates - with bachelor's degrees.
5. The median age of the deans is forty-two years.
6. The subjects of study taught by the deans of girls are of the older academic type such as, English, Mathematics, Latin, and History.
7. The principals' estimate of the qualifications that determined the individuals selection as dean of girls were: desirable personal characteristics, success as a teacher, length of service in the school and knowledge of conditions existing in the homes and community, or her age in years.
8. The deans of girls tend to be given an official rank equal to that of the assistant principal.
9. The median number of minutes the deans teach each week is 668, or approximately three periods a day of forty-five minutes in length.
10. The median number of minutes other teachers of the same subjects spend in teaching each week is 1135, or about five

periods a day each forty-five minutes in length.

11. The deans of girls tend, to teach the classes of upper-classmen standing.
12. The median salary of the deans of girls is \$2,280.
13. The median salary of full time men teachers who receive the maximum wages is \$2,592.
14. The median salary of full time women teachers who receive the maximum wages is \$2,467.
15. The median salary of full time men teachers who receive the minimum wages is \$1,641.
16. The median salary of full time women teachers who receive the minimum wages is \$1,532.
17. The general tendency is for the deans of girls to be provided with a private office in which they may hold their conferences with the girls. The deans who do not have this necessary equipment may, as a rule, be found in their class rooms or in the principal's office although the place for meeting girls varies greatly in the different schools.
18. The deans of girls do not have the desired clerical assistance.
19. The deans do not tend to meet the girls for private conferences during any specified period each day. The time especially reserved for answering individual questions as yet is unstandardized.
20. The work of the deans of girls is largely confined to the moral, health and hygienic, academic, and social sides of the girls' lives. Conferences with parents and the study of home conditions are also very important duties.

21. The teachers in the respective high schools assist the deans of girls in their social duties. The teachers are usually appointed as class advisers or sponsors.
22. The deans do not have complete control of the vocational guidance of girls. Their relation to this phase of the work is largely advisory or merely the offering of friendly suggestions.
23. Many of the administrative duties connected with the principals office such as the checking of absences, registering of pupils, and answering of phone calls are performed by the deans of girls.
24. Benefits accrued by having a dean of girls.
 - a. The individual welfare of girls is enhanced.
 - b. The general standards of the school as a whole are raised.
 - c. The homes and the community are brought into closer touch with the needs of the girls and the school; while the girls of today, the women of tomorrow, are guided into channels which lead to a useful and constructive future life.

VIII.

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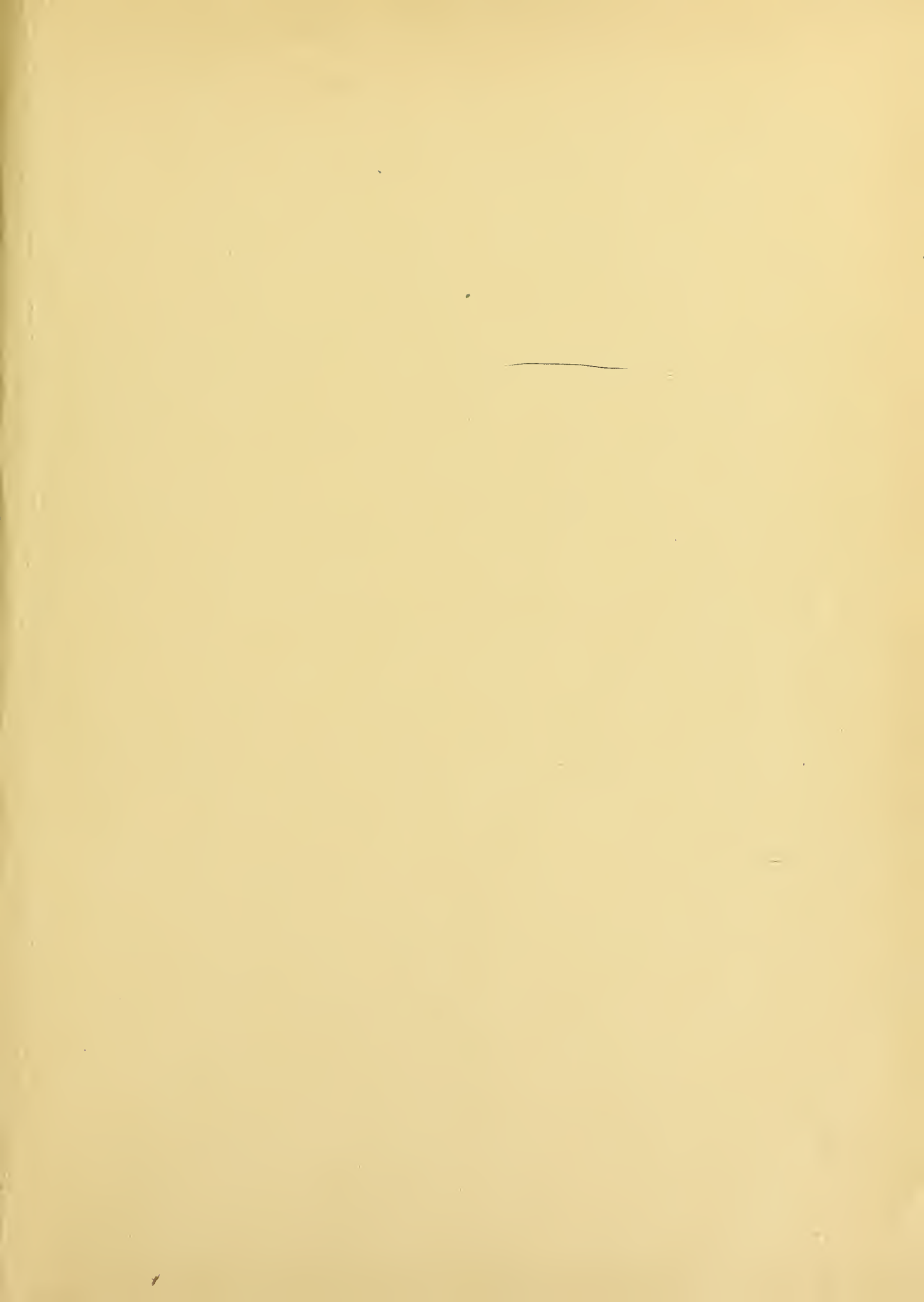
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